

St John's C of E First School



Learning together, aiming high

This policy should be taken as part of St. John's C. of E. VA First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

'The Frome Approach' Relationships for Learning Policy

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Last review date:	January 2017
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Signed (Chair of Governors):	
Date of signature:	



THE FROME APPROACH

The Frome Learning Partnership (FLP) aims to develop positive Relationships for Learning within all schools and to develop a common approach and greater consistency to managing behaviour as well as being better able to intervene early and meet individual children's needs.

The beliefs that underpin "The Frome Approach" are based on the following values:

- Behaviour is the responsibility of everyone working within the FLP
- Behaviour is a response to life experiences and their effects
- Early childhood experiences have a huge impact on how well children can manage at school
- Children can be functioning at a much younger age emotionally than their chronological age
- Children respond to the school environments, their peers and adults at school need to help them to make the right choices about their behaviour

In addition to this, four areas of development have been identified, which will underpin the FLP Relationships for Learning Policy.

- Early intervention / clear referral pathways
- Alternative curriculum opportunities
- Improving the exchange of information on vulnerable children at all transition points
- Training of all FLP staff on current education theory and principles

As a result of restructuring within Somerset County Council, the Frome Learning Partnership is responsible for the statutory functions set out under Section 19 of the Education Act, including the following access arrangements as laid down in the Schools Admissions Code (February 2012) and the Somerset Fair Access Protocol and the Statutory Guidance on Exclusion from maintained schools, Academies and Pupil Referral Units in England (Sept 2012) for all children living in the Frome Learning Partnership area:

- Coordinating admissions / provision of hard to place children both in-year and those who move into County.
- Ensuring there is Day 6 provision for Permanently Excluded Children (PEX)
- Administration of LA statutory functions around permanent exclusions

In addition there are requirements in relation to the following provision arrangements:

- Finding, funding and/or providing appropriate full time education for those permanently excluded from school or those 'at risk' of permanent exclusion from school. This could mean arranging transfers to another school, providing places in alternative settings, other specialist provision or through private providers.
- Providing appropriate full time education from Day 6 of the permanent exclusion
- Ensuring robust access arrangements are in place within the agreed fair access protocol
- Providing peer to peer advice, support and challenge to schools within the partnership to prevent permanent exclusions.

FROME LEARNING PARTNERSHIP

ST JOHN'S RELATIONSHIPS FOR LEARNING POLICY

RATIONALE

Good behaviour and positive relationships for learning at our school are far too important to be left to chance. A strong, realistic Relationships for Learning Policy is therefore essential in establishing a positive culture at St John's that underpins the achievements and successes of all the children.

We promote and reward good behaviour and ensure that poor behaviour, bullying and racism are not tolerated.

This policy has been written after consultation with governors, staff, children and parents and reflects the values and principles that we consider to be important for our schools.

PRINCIPLES

- The School Community - Children, staff, parents and governors understand and accept the principles on which the Relationships for Learning Policy is grounded.
- All members of the school community are listened and responded to.
- The School Community, including visitors are always considerate towards the learning needs of each individual, and supportive of the school as a learning community.
- Children and staff are entitled to learn and work in a safe and secure environment.
- Everyone shows respect for one another.
- Good behaviour is encouraged and consequences are consistently applied for unacceptable behaviour
- Appropriate action is taken to ensure the safety and well-being of all children.
- Children whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or divorce should be identified and supported.
- School staff model positive behaviour and promote it through active development of children's social and emotional competencies.
- Children act as ambassadors for the school at all times.
- Frome Schools will work together to support a child who may benefit from a fresh start (Managed Transfer) in a different school.

HOME SCHOOL AGREEMENTS

All Frome Schools have common expectations, which can be found in our Home School Agreements. At St John's these expectations are:

STAFF:

- To promote the school's core values of Friendship, Aspiration and Respect in all aspects of their work
- To know each child in their class well
- To have high expectations of themselves and their children
- To model and promote good behaviour and relationships
- To teach and model social and emotional aspects of learning
- To investigate incidents carefully and promptly listening to both sides
- To ensure the classroom and other areas of the school provide a safe and attractive learning environment.
- To prepare lessons carefully to meet the needs and abilities of all children
- To apply rewards and sanctions consistently and fairly
- To involve children in deciding the school rules
- To work with families and other agencies to ensure children's needs are met
- To work with other Frome schools to ensure smooth transition

CHILDREN:

- To adhere to the school's core values of Friendship, Aspiration and Respect
- To adhere to the school's rules – The Five Bs:
 - Be respectful
 - Be kind and gentle
 - Be careful
 - Be responsible
 - Be the best you can
- To attend school and arrive in good time
- To report bullying or any accident or incident
- To look after the school equipment

PARENTS:

- To adhere to the school's core values of Friendship, Aspiration and Respect
- To respect and support the staff in promoting the school's rules with their children, and model good behaviour to their children particularly around school site
- To ensure their child attends school and arrives in good time, with the correct clothing and equipment
- To ensure that on school days children have had a good nights sleep and preferably a good breakfast
- To support their children in completing their homework
- To notify the school of their child's needs, including any changes to their child's circumstances, which may affect their ability to manage in school

REWARDS AND CONSEQUENCES

The rewards and consequences are known to all within the FLP, children, parents, staff and governors through clear publication on our school website, as well as through displays throughout the school and ensuring that they are consistently applied. They will be continuously reinforced through Collective Worship, discrete PSHE lessons, role modelling and in all lessons.

Creating a positive attitude towards learning is fundamental. Through flooding schools within the FLP with positivity we are able to celebrate successes but also give clarity of our expectations of all learners within the FLP.

REWARDS

All schools must have a system in place which rewards and encourages positive behaviours and recognises all forms of social and academic achievement and effort. There are a variety of rewards which can be used depending on age, need or choice including:

- Non-verbal praise
- Verbal praise
- House points
- Displaying children's work
- Privileges or positions of responsibility
- Stickers
- Certificates
- Sharing successes with others
- Head teacher's Awards
- Buzz Time

CONSEQUENCES

Consequences are more effective if the child understands what it is they have done that was the wrong thing to do. All staff are asked to ensure that this is the case, to look for the 'teachable moment'.

Consequences need to reflect the seriousness of the offence and children, staff and parents need to be aware of the possible consequences for poor behaviour choices.

Physical, verbal, racist attacks and bullying are serious offences to which the School has a duty to respond firmly to protect the victims of such behaviour. In these cases a child may be excluded for a fixed term period in the first instance. Parents and the Head teacher will be involved in dealing with such cases. In extreme cases the police may be involved. Schools have a legal duty to report racist behaviour to the appropriate authorities. (Parental rights to involve the police exist outside of this Policy)

Where a situation occurs where there has been unacceptable behaviour or a serious incident has occurred the school must respond appropriately in the first instance. After that the school needs to work to understand what may have triggered the action and a plan should be put in place to ensure that future incidents are minimised and the behaviours are managed.

There are a variety of responses which can be used depending on age, need or choice including:

- Visual reminder (5 B's)
- Verbal warning given
- Moved seats
- Time out (within classroom)
- Missing part of playtime (in a classroom)
- Loss of Buzz Time (name moved from bee hive)
- Exclusion for the remainder of a lesson to another classroom
- Headteacher / SLT involvement (use a red card)
- Internal exclusion
- Fixed term exclusion (external)

- Referral to FLP Discussion Forum for further support and advice
- Permanent exclusion

Exclusion is an extreme step and the decision to exclude will not be taken lightly. Government guidance states that:

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

'Informal' or 'unofficial' exclusions, such as sending children home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

For more information, please refer to Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion, 2012.'

PHYSICAL RESTRAINT

Each school should have its own physical restraint policy, using the model policy provided by Somerset County Council or other provider which delivered your training. St John's have used Team Teach.

SEARCHING AND CONFISCATION OF ITEMS

School staff have legal provision to confiscate items from children and to search for prohibited items without consent. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 1. to commit an offence
 2. to cause personal injury to, or damage to the property of, any person (including the child)

Staff will retain any confiscated items and where appropriate return them within a reasonable period of time. However, staff are required to hand weapons and knives, drugs and extreme or child pornography over to the police. Any stolen items are also required to be passed to the police or returned to the owner. All other 'Prohibited' items will be disposed of appropriately; they will not be returned to the child.

For further information please see the Department for Education '*Searching, screening and confiscation. Guidance for Head teachers, school staff and governing bodies.*' February 2014

CHILDREN'S CONDUCT OUTSIDE THE SCHOOL GATES

Staff have the power to discipline children for not behaving appropriately outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include poor behaviour when:

- taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school;
- travelling to and from school;
- wearing school uniform;

Or poor behaviour at any time that

- could have repercussions for the orderly running of the school,
- poses a threat to another child or member of the public
- could adversely affect the reputation of the school, this includes the use of social media.

In all cases, the child will receive any consequences when they are on school premises or when the child is under the lawful control of a member of staff (offsite visits and residential visits).

When children's behaviour falls below the acceptable standards (see above), the Headteacher, or delegated person is likely to carry out an investigation into the incident. Any investigation will be recorded in a Behaviour Log, the extent and details of which will vary with the appropriateness of the investigation.

During the investigation the Headteacher, or delegated person can:

- Speak to a child or group of children without the parents' consent
- Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what is likely to have happened. The Headteacher, or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The Headteacher, or delegated person will then determine the consequence to be used.

DEALING WITH INAPPROPRIATE BEHAVIOUR OF PARENTS, VISITORS AND OTHER ADULTS IN THE SCHOOL

The school has a legal duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Only persons with the 'right' to be on the school site, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to children, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

COMPLAINTS PROCEDURE

In the event of a parent/carer or student having a complaint about how a school's Relationship for Learning / Behaviour Policy has been implemented we highly recommend that in the spirit of partnership, parents contact the school by telephone or e-mail to discuss the complaint. The school complaints procedure can be found on our website: <http://www.stjohnsfrome.co.uk/>