



SAXON WAY
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PRIMARY SCHOOL
AND CHILDREN'S CENTRE

Behaviour & Relationship Policy

Date: September 2021
Review Due: September 2022

Reviewed Annually

Some parts of this policy have been written specifically for children, other parts are for adult guidance. However, there are three key principles which underpin the policy.

The Key Principles of Behaviour Management

1. Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour;
- Some of our children, for some or all of the time, will need more of our attention and support than others;
- We have a responsibility to teach social behaviour to all children;
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable (such as those relating to violent or other unsafe behaviour);
- All pupils have the right to be educated no matter how challenging their behaviour;
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- Parents/carers need to be as fully involved as possible;
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers;
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave;
- We should recognise acceptable behaviour through positive reinforcement;
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

3. Being Assertive

- We believe we all have rights - teachers have the right to teach, pupils have the right to learn;
- Pupils and staff have the right to feel safe in school;
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school;
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school;
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

The Aims of the Pupil Behaviour Policy

- To support the educational and other aims of the school;
- To contribute to the ethos of the school;
- To ensure that the conduct of all members of the school community is consistent with the values of the school;
- To create a safe, predictable working environment in which all children can learn positive social behaviour.

The Behaviour Policy links to policies on the following: Anti-Bullying, Cyberbullying, E-Safety, Exclusion – please refer to the policies for further information. The school's PSHE and Sex Education curriculum should address any bullying issues systematically. Issues should also be addressed through whole class circle time, and assemblies.

Our School Rules

Be Ready – being ready to learn, right kit, right place

Be Respectful – being respectful to all people and property

Be Safe – being and keeping yourself and others safe

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

In addition to the school rules children are encouraged to use the S.W.A.T code (Stop, Walk away, tell an Adult, Talk about it).

“Praise, recognise and respond”

We believe that praise and positive affirmation is the most powerful form of influencing children’s behaviour. Children promote and respond to the school values.

Expectations of General School Behaviour

- Emphasis and a high expectation will be placed on the good manners of all children.
- Respect and celebrate adults and children from different backgrounds and cultures.
- Walk quietly and appropriately around School.
- Develop appropriate forms of behaviour when coming to and leaving school.
- Expected behaviour will be discussed with classes on a weekly basis and will be displayed in a prominent position in every classroom with clear boundaries.
- Elements of expected behaviour and the sanctions associated with breaches of behaviour will be discussed during whole school assemblies.
- During playtime children will have the opportunity to develop respect for their peers and school equipment. It is recognised that play is an excellent opportunity to develop team building and social skills.
- During lunchtime children will eat quietly and have respect for peers. Before leaving the table, they must notify an MDS by putting up their hand.
- Parent/carers and pupils will be given a copy of the aims from the Behaviour policy at the beginning of each new academic year to remind themselves of everyone’s commitments. The school sees parent partnership as vital to reinforce high expectations.
- The relationship approach used across the school underpins this policy (Appendix 1)

If it is felt that particular behavioural issues are of a concern, it can be discussed during the weekly class assembly time or raised on the School Parliament agenda.

Positive Reinforcement

Children respond best to positive praise and encouragement. We try to find every opportunity to praise when showing appropriate behaviour, a smile, a thumbs up, positive words and being placed on the Learning Legends Board. Children learn by example, therefore as teachers and parents, it is our responsibility in setting a good example.

Children are individuals and therefore, what may work with one may not with another. Our expectations and boundaries are the same for each, but our approach, language, including body language should be appropriate to the individual and their needs.

In response to the Elton Report “Discipline in Schools, HMSO 1989”, the school wishes to emphasise the fact that it is always better to positively reward good behaviour as opposed to chastising bad behaviour. However, both approaches are a necessity. The school operates the following incentives to promote positive behaviour:

- Fortnightly, a child will be nominated from each year group, to celebrate as an achiever in Maths, Writing or as a good role model/achiever. Parents/carers will be invited to help celebrate.
- Children are awarded values stickers for showing the values – all staff must ask a child wearing a sticker what they have received it for to promote the values further.
- Children are awarded raffle tickets during the course of a day and prizes given at the end of the day for children whose tickets are drawn.
- Children are chosen by class teacher to attend Hot Chocolate Friday.
- The class with the highest attendance is celebrated weekly, in celebration assembly and is awarded the ‘Attendance Bear’ to look after.
- At the end of each term an assembly will celebrate the pupil/pupils with the best attendance.
- Children are selected daily to be placed on the Learning Legends Board in each class for demonstrating great learning behaviours, excellent demonstration of the school values and consistent engagement with the school rules.
- House points are calculated daily and are non-collective; the amount the child is on at the end of the day is the amount added to the child’s house colour. A cup is rewarded every fortnight in Celebration Assembly to the house with the most points.
- Each term children who have consistently demonstrated the School values are nominated to represent the School as Ambassadors.
- Every academic year each child will receive at **LEAST** one positive phone call home, A postcard home telling of a positive aspect of learning and a celebration of their positive outcomes recognised in Celebration assembly.

Clubs and indoor options are available at lunchtime for those children who find it hard to play safely or find the playground a difficult place to be.

Any strategies or programs developed for individual children by the inclusions team and Class Teacher or other professionals, must be respected and followed, as unknown circumstances or specific knowledge of that child has led to the professional judgement of those closest to them, to create relevant strategies to support the child.

Partner classes are: -

Attenborough (R) + Donaldson (R)

Kahlo (1) + Curie (1)

Nightingale (2) + Shackleton (2)

Pankhurst (3) + Darwin (3)

Van Gogh (4) + Brunel (4)

Mercury (5) + Shakespeare (5)

Williams (6) + Hawking (6)

Recording Incidents

For breaches of behaviour, the name of the pupil and the reason will be recorded on SIMs. It is vital that this is completed by the end of the day to ensure information is collated and that parents can be informed in a timely manner. Statements for significant incidents (fighting or being unsafe) should be collected from all those involved and from those who witnessed the incident. This includes both adults and children.

The class teacher MUST inform the parent/carer about the incident and together look at further ways to support the pupil to make the right choices in school. This could result in an after-school sanction that is agreed between parents and class teacher. If a meeting is called, there will be a discussion that if breaches of behaviour continue a report card may be given to the pupil. The child will receive a sanction in line with the severity of the behaviour using the behaviour procedures.

If there are further incidents within quick succession, the Inclusion Team or HOS will invite the parent/carer for a meeting in school, in conjunction with supporting the class teacher. The school endeavours to work in partnership with parent/carers prior to this in order to improve behaviour and regards this meeting as a last resort. Within this meeting, a report card will be given to the pupil. This involves pupils reporting to their class teacher at the end of every session, break and lunch, to ensure they are making the right choices. The pupil will need to see a member of SLT at lunchtime and at home time to encourage the pupil to reflect on the choices they have made during the day. Rewards and consequences will be dependent on the outcome of their behaviour, by SLT and the Inclusion Team. If there are further incidents whilst the pupil is on report, they may have to continue on report for a further week.

Within this process, the pupil may be put on a Pastoral Support Plan. Exclusion may be considered if inappropriate behaviour persists. However, strategies will have been considered and support gained from outside agencies before permanent exclusion is implemented. If it is assessed that the pupil has a long-term behaviour issue then, in line with the SEN Policy, the pupil will be placed on the register SENS (Special Educational Needs with Support) or EHCP (Education, Health, Care plan). Each pupil has a fresh start each day.

Playground Behaviour

During break and lunchtimes, the behaviour procedures are still expected to be followed. Pupils are encouraged to be kind and helpful to others and may receive a values sticker for showing excellent values during social times. Any incidents of conflict must be followed up with the children involved by following restorative justice processes.

Restorative Conversations

For real change to take place it is essential that the perpetrators of conflict face up to their own responsibilities in a realistic and reflective manner. This may take the form of 'restorative conversations' with the adults working in the class or with a member of the Senior Leadership Team. These may occur during morning play or lunchtime. 15 mins following lunch time play is timetabled for quiet reading to ensure any incidents from lunch that have not been addressed can be followed up by the adults in the class.

In cases where a child does not respond positively to the restorative approach they might incur a sanction such as exclusion from the playground for the duration of break (15 mins) due to continued negative choices made during lessons and/or breaks.

Internal Exclusions

If children continually misbehave with no improvements seen then internal exclusions may be given. If there is a serious incident, it may warrant the child being isolated immediately, whilst the matter is investigated. If this happens a child will work in a different class for a set time of the school day. Children in KS1 will usually be sent to work in the partner class and children in the KS2 will be sent to work in the partner class. If a child has an internal exclusion they will not be able to participate in the play time of that day. It may be decided that the pupil will work at one of the Medway GST schools for the internal exclusion.

Exclusions

In the case of exclusion, the HOS will notify the LA of the action to be taken. The Pupil will be excluded from the premises immediately. A letter will be sent notifying the parent of the reason for the exclusion and the length of exclusion. Copies will be given to the LA. A date for a review meeting at the end of the exclusion will be set where all parties will discuss strategies for the way forward. In the absence of the HOS, the DHT or AHT will conduct the reintegration meeting.

A Time out/Chill out strategy can be used by all teachers at their discretion. A log should be kept by the class teacher to see if there is any pattern emerging. This log should be kept up to date and be available as evidence at any time.

Permanent Exclusions

In the case of permanent exclusion, the HOS will notify the Chair of Governors and the LA of the action to be taken. The Pupil will be excluded from the premises immediately. Medway Local Authority guidance will be followed.

Bullying/Racism/Sexism/Homophobic Incidents

Bullying/racism/sexism and homophobic incidents are serious forms of misbehaviour within the school. They are totally unacceptable forms of behaviour which will be dealt with firmly and decisively.

What pupils should do if they feel they are a victim – whether this is physical or verbal (psychological) – **IS TO TELL SOMEONE.**

If it is not drawn to the attention of the teacher/HOS or a person on duty it can go on unabated, and in fact, will probably build up in its intensity – often resulting in the pupil trying by any means not to attend school. It can lead to untold misery, fear and unhappiness for the pupil.

All staff will act positively when notified. Such complaints cannot be ignored and pupils must be encouraged to “tell”.

When pupils tell their parent/carer of any instances the parent/carer must be encouraged to come and report the matter directly to the class teacher or TA. All reported instances will be relayed to the HOS who will then instigate action and report back to the parent/carer as soon as the matter is resolved. The School keep a record of all reported incidents.

Parent Partnership

The role of the parent/carer is vital to the success of behaviour modification. The school will inform the parent/carer of concerns at the initial stages and develop a working relationship where the pupil recognises a united message of zero tolerance. The school will support the parent/carer with strategies from outside agencies and operate open forms of communication. Parent/carers will be invited to celebrate positive forms of behaviour at every opportunity and will be informed formally/informally of success. All forms of behavioural documentation will be kept as a record.

Expectations of Parents/carers own behaviour in and around the school

In line with the Medway Code of Practice and DSS 10/11 56 Health & Safety Summary; aggressive and confrontational behaviour by parents/carers is not acceptable. All staff have been issued with the relevant Local Authority guidelines/information along with risk assessments.

In the event of a parent/carer displaying any form of aggressive/confrontational behaviour the Head of School/Deputy Head Teacher/Assistant Head Teacher will act to resolve the matter. At no time is it the responsibility of the person at the receiving end to accept such behaviour. Any such incidents must be reported to either the Head of School/Deputy Head Teacher/Assistant Head Teacher who will decide what action is to be undertaken.

Aggressive behaviour can be in any or a contribution of the following: -

- Swearing
- Confrontational
- Physical contact
- Sexist
- Homophobic
- Bullying
- Aggression

Initially, the Staff will endeavour to diffuse the situation. The following will happen: -

- The adult will be asked to leave.
- If the adult is not cooperative the Police will be called.
- A letter summing up the occasion of confrontation will always be sent as a record and a copy placed on the child's file and brought to the attention of relevant staff. At no time is this a reflection upon the child.
- In severe cases on repeated occasions, the Head Teacher will discuss with the Chair of Governors banning the parent/carer from the school site for an indefinite period.
- Medway Human Resources will be informed of any aggressive behaviour to any member of staff.

In the case of disputes between parents/carers the above action will be implemented for either or both parties. If appropriate, the police/community police will be asked to mediate between both parties.

Saxon Way Primary School recognises that disruptive/aggressive behaviour is adopted by a minority and would like to thank all parents/carers for their continued support. However, Saxon Way Primary School has zero tolerance of any negative behaviour by either child or adult and will apply the steps within his policy.