



St Ann's Primary School

BEHAVIOUR AND RELATIONSHIPS POLICY

(Formerly the Behaviour & Discipline Policy)

September 2021
To be reviewed September 2022

This policy takes account of:

Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:

- Education and Inspections Act 2006, Section 93.
- Education Act 2002.
- Equality Act 2010.

Statement of intent

At St Ann's Primary School, we believe that by creating an environment, where exemplary behaviours are modelled and promoted, will contribute to creating a positive caring school environment where everyone feels valued, respected and secure and we meet children's rights at all time. **At the very heart of this are relationships** and by creating the necessary conditions for our pupils to feel relaxed, supported and loved, we are giving them all the necessary experiences to achieve their true potential and the school's RESPECT vision.

At St. Ann's Primary School, we aim to;

- Provide a safe, comfortable, nurturing and caring environment where optimum learning takes place
- Provide clear guidance for pupils, staff and parents of expected levels of behaviour
- Use a consistent and calm approach with unconditional positive regard
- Ensure all adults take responsibility for managing behaviour and following up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and language should be framed in terms of rights
- Use restorative approaches instead of punishments – this does not mean that actions don't have consequences, rather that natural consequences are more likely to modify behaviour to that which is expected in school.
- Ensure adults act as duty bearers of children's rights- rights are never earned- children always have them and we must remember this when dealing with behaviour.
- Ensure that Adults understand their role as duty bearers of children's rights and uphold this at all times- even when dealing with behaviour issues. Children never have to earn their rights and rights are never taken away as punishment.
- Ensure all children have the right to;
 - Be treated with respect,
 - Be kept safe,
 - Learn,
 - Make mistakes and
 - Be listened to.

Purpose of the Behaviour and Relationships Policy

To provide simple, practical procedures for staff and pupils that

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices to help them uphold each other's' rights
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem, resilience and self-discipline
- Teach appropriate behaviour through positive modelling and intervention
- Reinforce the understanding of all adults as duty bearers of children's rights at all times

So what must stakeholders do to deliver this policy effectively?

All staff must:

- Take time to welcome pupils at the start of the day
- Ensure that they model and reinforce positive behaviours through the ready, respectful, safe board
- Always pick-up on pupils who are failing to meet expectations
- Always redirect pupils by referring to and using the language of; 'Be Ready, Be Respectful and Be Safe'
- Actively teach children about rights through making explicit links where they naturally arise in assemblies, lessons, displays and when discussing good and bad behavior choices as they happen

The Head Teacher and The Senior Leadership Team must:

- Be a positive, visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers etc.
- Ensure staff training needs are identified and met
- Use available data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

Members of staff who manage behaviour well, will:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion to all pupils and adults (uphold their role as duty bearers of rights)
- Use the language of rights when discussing good and if needed bad behavior choices

Pupils want teachers and other adults in school to:

- Care about them
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair- uphold their rights at all times
- Have a sense of humour
- Seek additional support when necessary

So what does this look like in practice?

Our Rules	Visible Consistencies	Over and Above Recognition
Show RESPECT	<ul style="list-style-type: none"> • Daily meet and greet • Persistently catching pupils doing the right thing • Picking up on pupils who are failing to meet expectations • Accompanying pupils during transition from home to school times • Praising in public (PIP), Reminding in private (RIP) • Consistent language based on children's rights 	<ul style="list-style-type: none"> • Verbal praise • Special jobs / experiences • Show work to another adult/s • SLT praise • Daily recognition boards • Stickers • Certificates – Special Mentions • Phone call/text/notes home • Termly class rewards • RRS badge/wristband • Head Teacher/Diamond award


The Behaviour Pathway

All adults in school expect that children are ready, respectful and safe. Here is the pathway to follow for any children NOT adhering to our motto.

Stepped Boundaries - Gentle Approach, use pupil's name, pupil level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) to help meet your/ other children's right to... You now have the chance to make a better choice Thank you for listening Example - Please walk, this will help keep you and others safe - Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. This has stopped you realizing your/ other children's right to... You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.) (learner's name), Do you remember when (model of previous good behaviour)? That is the behavior I expect from you. You really helped to meet your/ other children's right to... Think carefully. I know that you can make good choices and help us uphold our rights. Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. This has stopped you realizing your right to develop your true ability. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? You really helped to realize your right to develop your abilities. That is what I need to see today. Thank you for listening.'</p>

3. TIME OUT	<p>I noticed you chose to (noticed behaviour) This has stopped you realizing your/ other children's right to...</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. Rude words prevent us from meeting each other's rights to feel safe. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>5. What happened to you? (Neutral, dispassionate language.)</p> <p>6. What were you feeling at the time?</p> <p>7. What have you felt since?</p> <p>8. How did this make other people feel?</p> <p>9. Who has been affected? What should we do to put things right? How can we do things differently? What might be a good choice?</p>
<p>Positive relationships are a crucial part of this process. It is not the severity of the sanction, it's the certainty that this follow up will take place that is important. Staff must make time to follow through on all incidents.</p> <p>Parents will be informed of any significant incident, away from the pupil, by the class teacher or adult who dealt with the incident. SLT will support these discussions where necessary.</p>	

BEHAVIOUR PATHWAY - extended

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- Reminder
 - Warning
 - Time Out
 - Follow up/Restorative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the follow-up /Restorative Conversation then follow the guidelines below:

- Informed – Learning Mentor /Phase Leader /Assistant Head – Head Teacher
- Parents phoned – conversations logged - CPOMs
- Parents invited to school
- Internal exclusion
- Fixed-term exclusion
- Permanent exclusion

Sanctions should

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that pupils and staff feel supported and secure

Sanctions need to be in proportion to the action



It should also be made very clear that it is **the behaviour that is unacceptable**, and any sanction should address this, not be made personal to the pupil.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behavior

CREATE conditions for excellent behaviour

Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences / trauma, and family circumstances. As a school we recognise that their behaviour is a way of communicating their emotions. We also understand that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most specially trained staff in trauma-informed strategies to build relationships with each individual pupil. These pupils will have bespoke 'positive handling plans' and will access enhanced packages of support through the inclusion team, as directed by the SENDco. When dealing with an episode of extreme behaviour, a pupil may need to be positively handled if they or another person is, or could be, in danger of harm. This will only be used as last resort.

All teaching and support staff have accessed basic trauma-informed training.



Headteacher

16th September 2021

Date:

