

BEHAVIOUR AND RELATIONSHIPS POLICY



Policy prepared/reviewed by: Senior Leadership Team EXEC and TLRs

Reviewed and approved: March 2023

This policy has been developed by guidance, provided by the local authority, on schools' legal obligations and has been informed by the Department for Education's documents • Behaviour and discipline in schools (DfE: January 2016) • Use of reasonable force: Advice for headteachers, staff and governing bodies' (DfE: July 2013) • Searching, screening and confiscation; Advice for headteachers, school staff and governing bodies (DfE: Feb 2014) This policy seeks to clearly identify school practice in relation to promoting positive behaviour and improving behaviour - where it falls below school expectations. The policy will also outline the school's use of sanctions in line with statutory guidelines including the Equity Act (2010) in respect of safeguarding and pupils with special educational needs.

This policy should be read in conjunction with our:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- E Safety Policy
- PSHE Policy
- Managing Sexual Violence and Sexual Harassment between Children Policy (Peer on Peer Abuse)

Aims

It is a primary aim of Somerville Federation that every member of the federation community feels valued and *respected*, and that each person is treated fairly and takes *responsibility* for their actions. We are a caring community, whose values are built on mutual trust and *respect* for all. The federation's behaviour and relationships and relationships policy is therefore designed to support the way in which all members of the federation can work together in a supportive way. It aims to promote an environment in which everyone feels *happy*, safe and secure.

The federation has a number of expectations and our behaviour and relationships policy is not based around rules but our vision and core beliefs. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning

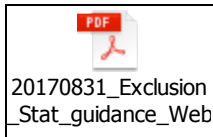
Equal opportunities

The policy is implemented equally to all members of the federation pupil population, regardless of gender, religious belief, race, nationality or disability. It is important that pastoral issues relating to individual pupils are taken into consideration.

Role of the Headteacher

It is the responsibility of the Executive Headteacher to implement the Behaviour and Relationships policy consistently throughout the federation, and to report to governors, when requested, on the effectiveness of the policy. The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Executive Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism and has the sole responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. These actions are taken only after the federation governors have been notified. Please see national statutory guidance in this document for further information regarding exclusions.



Staff Responsibility

Behaviour and relationships in school is the responsibility of all staff in the Somerville Federation.

It is the responsibility of all staff to ensure that the federation expectations are enforced and that their classes behave in a responsible manner at all times. All staff in our federation will have high expectations of the children with regard to behaviour and standards, and strive to ensure that all children work to the best of their ability.

All staff in the federation should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The role of staff in the Somerville Federation

Staff in the federation must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. Staff in the federation will treat all children with respect and understanding. The staff within the federation should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

This will include the rewarding of positive behaviour and will result in children losing their own time if undesirable behaviour persists.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-federation policy. The class teacher may also contact a parent (in discussion with the Senior Management Team and the Executive Headteacher) if there are concerns about the behaviour or welfare of a child.

The Role of Parents and Carers

Parents and Carers agree to a 'Home Federation Agreement' when enrolling their child at the federation. Parents are expected to adhere to the Home Federation Agreement and support the actions of the federation.

The federation collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the federation.

Behaviour expectations

Our school expectations are based around our vision: Aiming high together; mission statement: Inspiring and challenging to ensure successful futures and core values; happiness, respect, resilience and responsibility.

They are intended to be guidelines for the sort of behaviour the children and adults would expect in their classroom. They should focus on the positive rather than the negative.

Our behaviour expectations are encapsulated by the following statements
We will respect everyone and everything within Somerville Federation.
We will care about everyone and everything within Somerville Federation.
We will do our best to ensure everyone is happy in the Somerville Federation.
We will be resilient at all times.
We take responsibility for our own words, behaviour and learning.
We will not bring the school's name into disrepute by our behaviours within our local community outside of the school day.

Approaches to developing positive behaviours – a whole school approach

- Raising pupil's self esteem
- Noticing and celebrating positive behaviours and learning behaviours
- Foster a caring and nurturing approach
- To ensure that all staff look for instances of pupils exemplifying the four elements and reward the pupils appropriately
- Verbal feedback and praise and nonverbal feedback such as a thumbs up
- Ensuring all adults are role models for the children
- Embedding the values of the school (Aiming High Together - Happiness, Respect, Responsibility and Resilience)
- Developing pupil's skills in self-regulating behaviour and feelings
- Working with the children so they understand that there are choices
- Supporting children with strategies to manage their feelings
- Encourage children to understand the necessity for rules and how that links to life as an adult
- To ensure children understand the right to be treated fairly
- To promote a reflective, proactive culture in supporting the management of behaviour
- Use of Recognition Chart
- To ensure that the policy is fully implemented throughout the school and is understood by all
- The use of Zumos to support pupil wellbeing and mental health
- Work with children to become independent in controlling their emotions and impulses and to manage their sensory needs
- To ensure that there are effective and purposeful systems in place for the monitoring of behaviour
- Use the Beehive guidance on positive behaviour strategies in the classroom
- Star of the Day, TTRS and Reading certificates will be given out to reward positive behaviours.
- Good News Postcards will be sent to parents
- Children will be sent to members of the EXEC Team for excellent work, improvements in work, excellent / caring behaviour for a special sticker

- In KS1 children will be given DOJO points. The most dojo points in a week will receive a certificate.
- In KS2 children will work in table teams for points and the table with the most points gets an extra play on a Friday afternoon

Managing behaviours which do not meet our 'Behaviour Expectations'

We would always seek to begin with the following for low level disruption including but not limited to: distraction, proximity, reminder of task / rules generally, sharing positive behaviours, giving pupil time to regulate their behaviour etc.

Further graded responses **dependent** on behaviour displayed and **frequency** of behaviour would be:

- Speaking to the child one to one and reaffirming what is expected and giving them a chance to start again.
- Give a warning that a consequence will be put in place if behaviour continues. Share with pupil the impact of their behaviours on themselves and others.
- Child has to spend break time with a member of staff outside.
- Child has to have their break on a separate yard with a member of staff.
- Child has to go and work on Band Leader's class.
- Child has to work in another class in the school.
- Child has to work in a member of Exec Team's office.
- Home school diary in place for two weeks.
- Child is placed on a school report card or home / school report card.
- Phone call to parent.
- Letter to parent.
- A meeting with parent to be arranged.
- At Risk of Exclusion Form to be Filled in and sent to Local Authority.
- Internal exclusion.
- Lunchtime exclusion.
- Fixed Term Exclusion.
- Permanent exclusion.

Suspension and Exclusions

If a child deliberately commits any of the following, they may be given an immediate Internal Exclusion, Suspended (previously called Fixed Term Exclusion) or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault against a pupil
- Physical assault against an adult including spitting
- Verbal abuse / threatening behaviour against a pupil

- Verbal abuse / threatening behaviour against an adult
- Children repeatedly violating the behaviour policy
- Children repeatedly preventing other children in their class from learning as a consequence of their behaviour.
- An allegation is made against a member of staff which when investigated is unfounded.
- Other incidents considered serious by the Executive headteacher (in the absence of the Executive headteacher on site, the Executive headteacher must be contacted to consider the seriousness of the incident).
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Malicious allegations

Suspension may be either Internal where they will attend school but learn away from their class or be suspended, which requires the pupil to undertake their learning off site. In the case of suspension, this will be registered with the local authority.

Following suspension, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate. WE do not wish to suspend or exclude anybody but on occasion this may be necessary.

Exclusion Guidance from September 2017 is currently used by the federation unless superseded before the federation policy is reviewed. Updates in September 2021 are currently in force until 24th March 2022 at the time of this policy being reviewed.

The Executive Headteacher may decide to exclude for 5 days in the first instance whilst a full investigation takes place, this may lead to an extension of the fixed term exclusion or a permanent exclusion.

When extra support needs to be put in place

School monitors behaviour and relationships closely. On occasion we may identify children who are struggling to work within our main behaviour and relationship framework. The level of support will vary dependent on child and behaviour. For these children we would set up an individual plan for support, rewards and consequences. The class teacher would work with the SENDCO, Inclusion Manager, mentors and a member of the Exec Team, if required.

Class teacher will communicate and share information with parent / carer.

Other strategies we use are:

- Children may be allocated to work 1-1 or within a group with one of our learning / wellbeing mentors for sessions.
- Exploring underlying issues for behaviour.
- School may meet with parent / carer to discuss if a particular neurodiverse pathway should be commenced.
- An observation of pupil by an Educational Psychologist, consultant specialist, outreach support or integrated pathway response may be requested.
- Early Help or family support worker may be requested.
- Parents may be signposted for training.
- A CAMHS referral may be made.
- A managed move might be advised.

Individual Behaviour Plan

Some children may need an Individual Behaviour Plan as identified by the SENDCo, which all staff at Somerville Federation should be made aware of. The staff should have a clear understanding of the steps for rewards and sanctions on each pupil's behaviour plan.

Nursery expectations

Somerville federation follows the same behaviour policy throughout the federation, although in the nursery school children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs – EYFS legal requirements

Procedures at the Nursery School

In the Nursery school we have high expectations of behaviour from adults and children. Staff are aware of the ability of children to express their feelings and are sensitive to the emotions displayed by the children and the children's developing ability to control their emotions and spontaneity.

We aim to reduce incidents of conflict between children by providing, well-planned areas for the children to play in, duplicate popular toys and large group sets of equipment.

The school staff will set clear, fair and consistent boundaries of acceptable behaviour that are appropriate to the child's age and understanding and, when appropriate, children help to decide rules to keep them happy, safe and healthy.

Examples of unacceptable behaviour are anything that upset, hurts, offends, excludes or frightens others. Staff will at all times discourage negative behaviour and will praise positive behaviour shown by children.

When children are kind and helpful to each other staff will point out why they are pleased with the children and encourage them to play and interact with each other in a positive way.

Children are encouraged to distinguish between right and wrong. Staff are aware of the ability of children to express their feelings and are sensitive to the emotions displayed by the children.

The staff will set clear, fair and consistent boundaries of acceptable behaviour that are appropriate to the child's understanding

Children will be made aware that it is their unwanted behaviour that gives the staff concern, not the child him/herself.

If a child is distressed or emotional, staff will distract the child and engage his/her attention elsewhere whilst talking to the child to establish the cause of their distress. Should a child's behaviour continue to give rise for concern, staff will discuss with parents if there is an apparent cause for this, and discuss strategies with the parents.

Any form of physical discipline is not permitted.

At the end of the day parents will be informed of any behaviour which has given staff concern.

Nursery Significant Incidents

In the event of a staff member having to physically intervene to protect a child from either harming themselves, another child or damaging property, staff will act appropriately, for example by lifting the child and removing them to a safe place. A significant incident record will be completed and shared with the parent when collecting their child. The confidentiality of other children involved will be maintained.

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Approved by Governors of Somerville Federation.

To be reviewed annually.

Visitors to our school are encouraged to use the following strategies to prevent undesirable behaviour from escalating

- Praise the other children who are showing desirable behaviour traits, draw the attention to that behaviour instead of the undesirable behaviour.
- Use positive language over negative language e.g “John I would like you to look at the board, thank you” instead of “John stop messing with your pencil case.”
- Use proximity to make children aware of your presence
- Use non-verbal communication to demonstrate that you are displeased with behaviour.
- Remind children of the reward they are striving to achieve
- Use conditional permission e.g “When you have tidied your space then you can choose your new book”
- Tap the desk lightly alongside their book to bring the child’s attention back to yourself
- Remind children of our expectations and the consequences that will face them if their behaviour does not improve
- Give children a forced choice e.g “You can choose to work quietly or you will have to have the following consequence...”
- Use redirection e.g if a child is struggling to stand in the line sensibly, ask them to go to the front and lead the class

Appendix 1 – Dojo points / table points

Reading at home 3 x week	2 x points
Reading at home more than 3x week	3 x points
Spellings 70%	2 x points
Times tables 70%	2 x points
PE kit in federation	1 x point
Homework (other than reading)	2 x points
Team work	2 x points
Silver Zone	2 x points
Star of the Day	5 x points
Other good behavior and hard work	1 x point