

Norton Community Primary School

Relational Behaviour Policy

Sept 21 – Sept 22



Vision Statement

Nothing is beyond our reach!

Care and challenge engage and motivate us!

Praise reassures and supports us!

Successes are celebrated and built on!

Behaviour in school

At Norton CP we believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

What is important in establishing this learning environment are our six fundamental rights, which are supported by our individual responsibilities and actions to safeguard these rights. Everyone within the community has a responsibility to safeguard these rights and to seek through their actions to ensure they are understood and embraced by all. This responsibility applies to all of us within the community at all times.

To feel safe and comfortable we must

take care that our actions and words do not upset others or make them feel unsafe, including how we use information technologies within and outside school.

To be treated with respect we must

look after each others feelings in what we say and what we do.

To learn without interruption we must

ensure our behaviours and actions do not interfere with the learning of others.

To communicate and be listened to we must

make contributions ourselves and value and respect others ideas and opinions.

To be valued for our achievements we must

recognise and celebrate the achievements of ourselves and others.

To use, share and care for the school facilities

take care of our school environment and equipment we must through disposing of litter appropriately, looking after school equipment, and respecting the school premises and facilities.

These rights also apply to staff and we should not suffer in silence if we feel these are not met. To look after each other we must support each other.

We promote good behaviour by celebrating success. Children are rewarded for following the School Rules, making the right decisions and working hard. The children are praised for being good role models and are encouraged to take responsibility for their own actions.

Staff are encouraged to regularly employ opportunities to reinforce positive behaviour and promote social, moral and cultural awareness.

Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of Personal Points, Praise Postcards and Good Work Assemblies.

We have a whole school initiative of a Personal Point system to reward good behaviour. Each child is placed into a house team (Sun, Earth, Fire or Water) and earns Personal Points for achievements which can be exchanged for prizes. They are also collected in houses to build a team ethos throughout the school. These house points are reviewed weekly to keep a running total for the end of the school year house cup winner.

Each class teacher may run an additional scheme within their classroom to encourage and promote positive behaviour at a lower level.

Listed below are some of the suggestions used and recommended by staff:

- Individual praise is given through adult feedback, positive marking and giving a verbal response to good behaviour.
- Each week children are chosen from each class to receive a 'Good Work' certificate which is presented in an assembly to which parents are invited. The children also present their work.
- Praise Postcards are posted to the homes of two children each week to celebrate their praise-worthy achievements.
- Golden Time (approximately each half term) – children accrue stars/points/tokens towards class Golden Time reward, which may consist of extra playtime/activity afternoon/watching DVD.
- Stickers/merits.
- Star of the Day/Week.
- Raffle ticket to go into a reward draw.
- Use of Norton Values

Managing misbehaviour

At Norton CP we have a whole school approach to managing behaviour. We have categorised behaviour into low and high misbehaviour which have clear sanctions for incidents of each category.

Low level misbehaviour – shouting out, disturbing other children, throwing equipment, poking, making noises, getting out of seat, refusal to work

High level misbehaviour – physically hurting someone, being disrespectful to a child or adult, swearing, racial incidents.

An incident of low-level misbehaviour

Warning with the child's name on the board (verbal warning if no board).

If the disruptive behaviour continues send the child to another suitable class to complete work.

After class (playtime/lunchtime) child to complete appropriate behaviour booklet/completed missed work with the class teacher.

If required, a mediation with the class teacher to correct misbehaviour e.g. set behaviour targets, set up reward system.

If low-level behaviour continues meet with Key Stage Leader who will help decide on an appropriate course of action.

An incident of high-level misbehaviour

Remove child to another classroom or send red card to the office. Member of SLT will arrive and remove the child. If at lunchtime child can go straight to Reflection

Send child to Reflection at next lunchtime to complete behaviour booklet or work missed.

Three times in Reflection per half term, parents invited to meet with Key Stage Leader and class teacher to discuss behaviour and decide on plan to move forwards.

If behaviour continues send to Head teacher who will meet with parents and will decide on appropriate action.

In an emergency during a lesson the red card (located near the door in each classroom) should be sent to the office. The office will send immediate assistance and if necessary, alert the senior management team, who will come to their assistance.

- Violent / abusive behaviour to staff or another child will result in immediate removal from class and will be dealt with by a member of the senior management team.
- Children who represent the school in events will have such honours removed if behaviour continues to be a problem.
- Extra-curricular rewards will be removed if children are repeatedly disruptive in lessons or show high level misbehaviour.

When a behavioural incident occurs what we are seeking as a member of staff is compliance and resolution; consider how your actions and words facilitate this and seek it appropriately, giving students time and space to resolve the situation.

Remember at all times that we are the adults and the pupils are still growing, learning and developing. Treat every situation as an opportunity to develop their learning and understanding further

Behaviour records

For incidents of **continual** disruptive behaviour and **high level** misbehaviour an incident form must be completed. This should be stored by the class teacher along with any behaviour booklets the child completes.

After Reflection the incident form will be returned to the class teacher with actions taken and Reflection letter for the child to take home. The class teacher must ensure that the child returns the reply slip and stores this in the red class file. If the reply slip is not returned a Reflection letter must be reissued or posted to the child's address.

As a school we seek to educate young people and develop their personal skills so they accept accountability for their actions and can construct their own solutions. Our preferred approach is one which seeks to restore relationships and change behaviours rather than punish the actions. This does not exclude the use of sanctions, but staff should seek the most appropriate way of educating our young people and developing their skills of self-control, empathy and emotional management so that they have an alternative framework by which to behave if a similar situation arises again.

We acknowledge that this approach can be more time consuming and require a greater emotional involvement of staff.

All staff should help our pupils find their own solutions to problems they face, learning, emotional or behavioural, rather than identify the details of a problem and resolve it for them (solution focussed approach).

All staff should work as a team to support the young people as they grow and develop, in partnership with parents and where appropriate other agencies.

All curriculum areas must provide opportunities to teach the language and skills of Social and Emotional Aspects of Learning (SEAL) within learning episodes.

The commitment to developing capacity to respond in a restorative and solution focused way to all behaviour incidents, and to developing the social and emotional capacity of our pupils provides the strategies which could ultimately lead to the principle of a sanction free school. However, this policy recognises the need to provide strategies for responding to unwanted behaviours in a way that maintains standards, reinforces the messages of what is acceptable behaviour, supports all stakeholders, and provides learning opportunities.

What our actions should always seek to do is enable the young people to accept accountability and to move forward from the situation by considering how small changes in their actions can create big changes in outcome. We are not yet sanction free and the steps towards this are not quick or simple. By challenging our decision making and the reasons behind them through professional dialogue we can build our capacity to respond in a relational way. We must also recognise

the need for dialogue with and within our community to increase the understanding of and support for the approaches used.

SEN

Children who are on the Register for behaviour will have their own smart targets set on their Individual Educational Plan (see SEN Policy). The SENCO manages arrangements for these children.

Home/School Agreement

Parents are given a copy of our Home/School Agreement in the back of reading records. All new children to the school are given a copy and this is reviewed yearly.

Lunchtimes/Playtimes

Any child misbehaving at lunchtime or playtime will be dealt with in the same way as in the classroom and as detailed under Sanctions. They will be sent to the Senior Teacher for each site they need removing from the playground. The Mid-day Supervisors will ensure that after lunchtime any incidents are reported to the class teacher.

Monitors

Year Six and Year Four pupils who are considered to be suitably behaved are asked if they would like to take on the role of a Monitor. The Monitors wear a badge during the days they are on duty. They monitor the flow of children coming into school during playtimes and lunchtimes.

Bullying

We take bullying seriously. If a child reports bullying to you it is important that they are listened to and their feelings accepted. We must not make judgements.

The preferred approaches for dealing with bullying are in line with the restorative narrative above. Our aim is to stop the bullying and not to allow it to become hidden or move to another victim. At all times in this process we must be mindful of safeguarding the individuals and not place them in a situation within which they feel uncomfortable. Blame is not a helpful term when dealing with bullying and tends to create greater friction. Instead, by highlighting the need for the bully to put right the impact of their actions and change accordingly we can often affect change. Working with parents is essential. All bullying incidents must be recorded on CPOMs and the Headteacher alerted. All incidents relating to racist, homophobic and disablist bullying must be highlighted as such on CPOMs. Prejudice related incident and how to intervene to change attitudes and behaviours.

The Use of 'Reasonable Force' in Schools and Colleges

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully recognise the additional vulnerability of these groups.

Norton CP has a number of staff who are trained to restrain and guide pupils safely. When incidents arise we only use those staff who are trained in the use of 'reasonable force.'

Role of Governors

Norton CP is committed to seeking alternatives to fixed term and permanent exclusion which enable the young person to access education in a way that best meets their needs. This may result in a Managed Move to another school, a review of need leading to an EHCP / review of EHCP or a part-time timetable whilst additional support is resourced. As such the role of governors becomes one of evaluation, ensuring that these decisions are applied fairly and that all possible solutions are evaluated in conjunction with the young person and their carer(s).

Professional Development

This policy identifies the need to provide an environment which promotes life-long learning. In addition, it highlights key behaviours which may require individuals to develop knowledge and skills in order to have a greater understanding of the psychology of relationships. There is also a need for all staff to become conversant with the philosophy and dialogues of restorative approaches in order for this to become the preferred approach in all situations.

We must also remember that all stakeholders (parents, students, governors especially) will need support and training if they are to have full confidence in this way of working. Society is focussed on a punitive system and seeks solace and comfort from it. In stepping beyond this framework, we may risk alienating our stakeholders. The relational approach requires that we do not do this to them, rather that we co-create the reality of Norton CP as a relational school. We must therefore revisit our relational policy constantly as our shared learning and understanding develops.