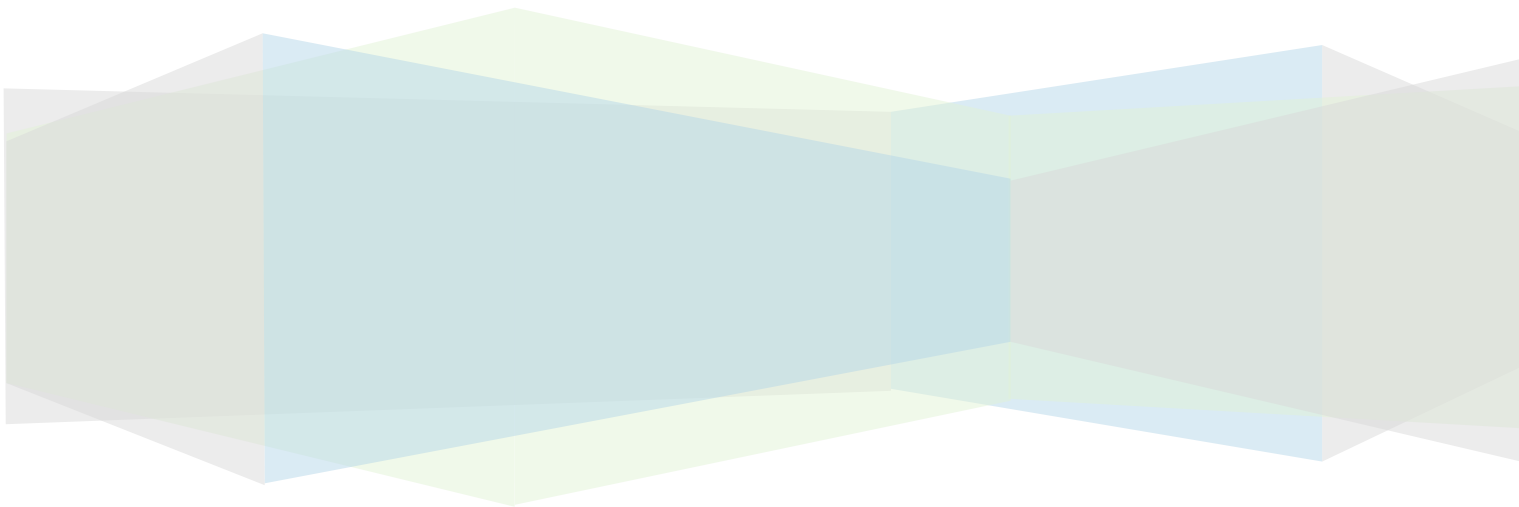




# Chellaston Infant and Chellaston Junior School



## Relationships & Behaviour Policy & Principles September 2023



## Promoting positive behaviour within an environment of mutual respect and positive relationships.

Our philosophy actively encourages good behaviour and we aim to *'accentuate the positive and eliminate the negatives.'*

The Governing body of Chellaston Infant and Junior Schools, strongly believe that all members of our school community should be able to learn and achieve their full potential in a positive, safe, secure and orderly environment.

We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. The development of good relationships between staff and students is essential and both schools recognise the importance the role and approach of the adult takes in ensuring a positive approach to behaviour management. We ask all adults in the school to use this quotation as a frame of reference in their work with all students:

I have come to a frightening conclusion.  
I am the decisive element in the classroom.  
It is my personal approach that creates the climate.  
It is my daily mood that makes the weather.  
As a teacher I possess tremendous power to make a child's life miserable or joyous.  
I can be a tool of torture or an instrument of inspiration.  
I can humiliate or humour, hurt or heal.  
In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

This behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.

We aim to:

- Provide a positive, happy and safe environment in which children can grow and develop into caring citizens
- Work in close partnership with parents and carers
- Develop a positive self-image underpinned by respect for others
- Give all children access to a broad and exciting curriculum which fosters spiritual, moral, physical, social and intellectual development and environmental awareness
- Value punctuality and regular attendance

Within this positive philosophy we have three essential school rules which are used by all members of the school community. These rules are displayed around school and in every classroom.

**K**ind

**R**eady

**S**afe

As a school community we believe we **all** have a responsibility to promote good behaviour and realise our school rules.

### **The role of adults in school**

- Build relationships and model positive behaviour
- Show, understand and demonstrate the school's beliefs about behaviour and share a duty to reinforce them and be a good role model
- Increased 'safety cues' in all aspects of the school day, 'meet and greet' and use positive non-verbal communication and ensure 'check in' and 'check out' time regularly
- Refer to '**Kind, Ready, Safe**'
- Plan lessons that engage and challenge all learners including those that promote children's social skills and emotional development as well as teaching the language of sharing and co-operation, choice and consequences
- Be calm and give 'take up time' when going through consequences steps. Prevent before more sanctions.
- Manage behaviour in a positive way, using positive language and actions
- Use PIP and RIP (Praise in public, reprimand in private)
- Follow up every time, retain ownership
- Never ignore misbehaviour
- Celebrate and reward good behaviour and attendance (see list of rewards).
- Follow our consequences system for dealing with inappropriate behaviour. Record sanctions on dedicated system
- Be aware of systems which give additional support when a child experiences difficulties in developing or sustaining appropriate behaviour e.g. IEP behaviour action plans, behaviour charts, setting of personal targets, involvement from outside agencies, safe handling policies, risk assessments and relational interventions

### **The role of children**

- Know our whole school rules and follow them at all times
- Understand what good behaviour means
- Care about and respect themselves, others and their school
- Recognise their own success and be proud of their achievements
- Learn the value of friendship
- Know that the adults in school and the pastoral team are available to help them to make good behaviour choices

### **The role of parents**

- Celebrate their child's achievements and show an interest in school life
- Feel comfortable to come into school and work with the school on modelling and developing good behaviour and discussing specific issues.
- Discuss any behavioural concerns with the class teacher promptly
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Ensure children arrive at school at the correct time and are collected promptly wherever possible.
- Ensure children have all the necessary equipment to be prepared for the school day
- Attend Parents evening's, sign the home/school agreement and use the Reading Diary as appropriate.

## Rewards

We recognise and reward learners who go 'over and above' our standards.

Each class must have a Recognition board. This can be added to daily and displays recognition of good behaviour and the allocation of rewards. This instant recognition is visible to all and celebrates good and outstanding behaviour. Examples of rewards given could include:

- Verbal praise – 'I've noticed...'
- Stickers and wristbands
- Class Dojo
- Weekly postcards home
- Phone call home or positive face to face discussion with parent/carer
- Champion/Star of the week
- Snake visit
- Golden Table at lunchtime
- Early Lunchtime pass
- Time with teacher/TA
- Star to head teacher
- Hot chocolate Friday/Afternoon Tea

## Consequences

When a child's behaviour falls below the standard that can be reasonably expected of them, staff will respond in order to restore a calm and safe learning or play environment and to prevent an occurrence of misbehaviour. Staff will endeavour to create a predictable environment by responding in a consistent, fair and proportionate manner, so children know with certainty that the misbehaviour will always be addressed.

De-escalation techniques can be used to prevent further behaviour issues arising, such as the use of pre-arranged phrases. All children will be treated equitably under the policies with any factors that contributed to the incident are identified and considered. When giving behaviour consequences, staff will also consider what support could be offered to a child to help them meet behaviour standards in the future.

Our list of consequences has been discussed and agreed between all staff and the School Council during the previous year.

Pupils given consequences are not publicly displayed in the classroom however it is important that all staff follow the same routines and strategies when dealing with poor behaviour and that consequences are recorded for monitoring purposes.

- Reminder
- Caution
- Last chance caution
- Reset Time (EYFS/KS1) / Time Out (KS2)
- Restorative Discussion

**Reminder** - delivered privately. Reminder of expectations 'Kind, Prepared, Safe'. Repeat reminders if necessary.

**Caution** – clear verbal caution. Remember PIP and RIP. Follow scripted approach on lanyards. Reminder of consequences if behaviour continues.

**Last Chance Caution** - clear verbal caution. Remember PIP and RIP. Follow scripted approach on lanyards. Reminder of consequences if behaviour continues.

**Reset Time / Time out** – this is at the discretion of the teacher and depends on the age of the pupils and the situation being dealt with. Partner classes are in place for ‘time out’. Play times can also be used where appropriate. This is a chance for pupils to reflect on behaviour and to reset boundaries.

**Restorative Discussion** – it is vital that this reintegration discussion takes place so the teacher can discuss with the child why they were asked to have time out and to verbally plan the next steps for the child. Staff should follow our whole school scripted conversation approach when discussing behavioural issues with a pupil. All staff members have a copy of the scripted conversation on the back of their lanyards. *It is important that this reparation meeting is used to repair the damage of trust between staff and learners and aid successful reintegrate back into the classroom.*

This reset time / time out must be recorded on the identified IT system as a behaviour sanction (giving details of times, brief outline of the incident and the reset time / time out given). If behaviour continues to deteriorate and a number of time out sanctions have been enforced, then a member of SLT should be consulted and a behaviour plan put in place and parents consulted. The school behaviour lead monitors the behaviour sanctions recorded on the identified IT system on a half termly basis. Any pupils causing concerns will be discussed with individual teachers and parents and support will be given to initiate a behaviour plan or access specialist support from outside agencies, if necessary.

**SLT support** - if, despite following our behaviour sanctions, behaviour continues to deteriorate and disrupt the learning of other children within the class, the pupil should be sent to a member of SLT or a member of SLT should be called for. The member of SLT will follow our whole school scripted conversation approach, give time out and then reintegrate back into the classroom when appropriate following a reparation meeting. They will also inform parents if necessary and record the sanction on identified IT system as an SLT intervention.

**Head Teacher / Deputy Head Teacher support** - In the case of any physically or verbally abusive behaviour the child will be sent to the Head teacher (or the Head teacher will be sent for). The Head teacher will follow our whole school scripted conversation approach give time out and then reintegrate back into the classroom when appropriate. The Head teacher will also inform parents and the sanction will be recorded on identified IT system as a Head teacher intervention.

In any cases of persistent bad behaviour or serious incidents e.g. bullying, dangerous behaviour, lack of respect for an adult the child will be sent to the Head teacher and the parents will immediately be involved. An internal exclusion may be issued for a set amount of time.

During intervention in all situations our procedures ensure that:

- *Adult investigation ensures that all sides are heard*
- *Action with individual children follows investigations at an appropriate level.*
- *Where judged a serious breach of our school rules, parents are contacted in person, by phone or email where parents are unavailable*

Acts of physical assault are taken very seriously and are recorded on identified IT system to act as a monitoring tool so that effective support or further sanctions can be implemented.

In line with DFE guidance and the Physical Intervention policy, trained staff may intervene using reasonable force with pupils when there is a risk to self, others or property, or when there is an issue of discipline or control. The actions that are taken will be in line with government guidelines on the restraint of children Formal procedures as set out in *'Guidance on exclusions in schools 2022.'*

Incidents of physical restraint must:

- Always be used as a last resort where safety of pupils/staff is at risk
- Be applied using the minimum amount of force and minimum amount of time as possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## Suspension or Permanent Exclusion

In a small amount of instances, the head teacher or senior leader may decide to issue a suspension taking into account their knowledge of the child when making the judgement. This would usually (although not exclusively) be used in cases where there is persistent poor behaviour which is impacting on other student's education or well-being and the pupil has not responded to the support and previous sanctions put in place or, where the incident is of a serious physical or verbal nature including behaviour which:

- Compromises the safety of other children or adults in the school
- Verbally abusive
- Threatening behaviour
- Violence against staff or property
- Persistent disruption
- Has malicious intent
- Incidents associated with any of the identified protected characteristics

On the rare occasion that an suspension or permanent exclusion would be issued, there are four types of suspension/exclusion the school may use:

- internal suspension (where the pupil is removed from their class and educated in another area of the school) for the duration of the internal suspension - formally recorded, not reportable to LA
- external suspension which takes place at another EMET primary school with a member of staff that they know. The pupil is not allowed on the school site - formally recorded, reportable to EMET and LA.
- suspension - the pupil is not allowed on school site and is suspended into the care of their parent or carer for the duration of the suspension. - formally recorded, reportable to EMET and LA.
- Permanent Exclusion – The pupil is excluded from school, formally recorded and reported to EMET and LA.

## Bullying

The Department for Education (Preventing and Tackling Bullying 2017) says that bullying is *' behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*

At Chellaston Infant and Junior Schools we use 'STOP' to define the act of bullying (Several Times On Purpose).

We stress to children that they must tell the adult on duty who will deal with the situation there and then. It is important that a child knows that their concern has been dealt with as quickly as possible using the restorative justice approach. If it happens that a child only tells their parents at home of any incidents, then

we encourage parents to inform the class teacher as soon as possible. We do not tolerate bullying and every incident is investigated and dealt with. All reports are recorded on the identified IT system and forwarded to the Head or Deputy Head in their absence and appropriate actions are agreed.

### **Playtimes**

We aim to promote positive behaviour during playtimes and lunchtimes. The Play Team are important to our whole school approach. They have received training to ensure our approach is consistent, positive and fair. Behaviour is monitored by teaching staff on a regular basis. Situations are followed up by class teachers following reports from adults on duty where they have not been dealt with at the time.

### **Supporting staff and pupils**

Staff provide support to other members of staff, teaching and non-teaching, with regard to behaviour issues. Similarly, children are encouraged to behave in a way which reflects the ethos of the school and to support each other wherever possible.

Occasionally, a child's behavioural issues are reflected in Individual Education Plan (IEP) targets, Positive Behaviour Plan or Relationship Support Plan. If necessary, the support from other agencies is sought. Advice and strategies from other agencies are implemented to support the child, parents and the staff.

### **Equal opportunities**

We aim to help all children to reach their full potential regardless of race or gender.

Policy amended to incl CIS September 2023  
Review autumn 2024