

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

Relationships and Behaviour Support Policy September 2023

- A place to learn 'People Skills' to prepare us to become good citizens
- A happy, healthy, safe place to learn how to look after our bodies and minds
- An inclusive place that nurtures children's individual talents
- A Christian school where every child is encouraged on their journey of faith.

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL
RELATIONSHIPS AND BEHAVIOUR SUPPORT POLICY

We believe it is the role of the adult to model love and forgiveness whenever possible.

1 Aims and expectations

- 1.1 It is our aim that all students become loving and respectful individuals, who have a strong sense of justice. We will teach forgiveness and love throughout their school journey.
- 1.2 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.3 The primary aim of the relationship and behaviour support policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this policy in a consistent way.
- 1.6 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7 The school rewards positive behaviour choices, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour choices, rather than merely deter anti-social behaviour.

2 Curriculum – Christian Values education

- 2.1 It is the aim of our school that each member of the community is able to take an active role in learning about and adopting Christian values.
- 2.2 The values are taught discreetly as permeating subjects, wider school activities and as part of our general school ethos enabling human flourishing.
- 2.3 Christian value education in our school is displayed through role modelling and by recognising pupils who have modelled the behaviour.
- 2.4 We aim to empower our students to become critical thinkers and be autonomous in decision making.
- 2.5 A Christian value Collective Worship will take place to congratulate and identify pupils who display the identified values.

3 Rewards and sanctions

- 3.1 We have a clear graduated system of reward and sanctions (see Appendix).
- 3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Swimming certificates, sports award etc are awarded as part of Family Assembly.
- 3.3 Each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows what they should expect in our school. At our School, we expect pupils to:
- Speak kindly and respectfully to each other.
 - Work quietly and helpfully together.
 - Take turns.
 - Walk quietly around school and put things away carefully.
 - Be kind to each other and use good manners.
 - Try to solve problems in a fair manner, if this is difficult ask an adult for help.
 - Try not to hurt people.
 - Use equipment safely.
- 3.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Please see our Anti-Bullying policy)

- 3.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The majority of staff have completed Coping with Risky Behaviour positive intervention strategy, this is refreshed in accordance with the qualifications guidance.

4 The role of the class teacher - Sets a positive example of how to form and maintain good relationships with others.

- 4.1 It is the responsibility of the class teacher to ensure that the school rules are followed in their class, and that their class behaves responsibly and respectfully during lesson time.
- 4.2 The class teachers in our school have high expectations of the children in terms of respectful behaviors, and they strive to ensure that all children work to the best of their ability. They will encourage children to consider how they might use the Christian values to improve outcomes.
- 4.3 The class teacher treats each child fairly and uses the school rules consistently. The teacher treats all children in their class with respect and understanding.
- 4.4 If a child makes bad choices repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself using the Good to be Green system. However, if it continues, the class teacher seeks help and advice from senior staff including the deputy and head where appropriate.
- 4.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher will, for example, discuss the needs of a child with the education social worker or LA Behaviour Support Team.
- 4.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the child's ability to follow the rules.

- 4.7** The class teacher will prepare an agreed behaviour plan where appropriate. This will be done with the SENCO if appropriate.

5 The role of the Head teacher

- 5.1** It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school relationship and support policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.
- 5.2** The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3** The Deputy Head teacher keeps records of all reported serious incidents of negative behaviour, tracking trends electronically and reporting behavior to staff and governors termly.
- 5.4** The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of negative behaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

6 The role of parents

- 6.1** The school works collaboratively with parents, so children receive consistent messages about how to support behaviour at home and at school.
- 6.2** We explain the school rules in the school handbook, briefing and on the School website, and we expect parents to read these and support them.
- 6.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. Parents are invited to sign this at the beginning of each academic year. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour choices.

- 6.4 If the school has to use reasonable sanctions to deal with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then if necessary, the Head teacher. If the concern remains, they should contact the complaints governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

- 7.1 The governing body has the responsibility of setting down these general guidelines on standards of relationships and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.
- 7.2 The Head teacher has the day-to-day authority to implement the school relationships and behaviour support policy, but may discuss with the deputy head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour support.

8 Fixed-term and permanent exclusions

- 8.1 Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.2 If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 8.3 The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

- 8.5 The governing body will form a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 8.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

9 Monitoring

- 9.1 The Head teacher monitors the effectiveness of this policy on a regular basis. S/He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records of incidents of negative behaviour choices. The class teacher records minor classroom incidents. The school also keeps a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details where necessary of any incident in the Incident book. The school also maintains an electronic monitoring system that tracks patterns in reported negative behaviour choices.
- 9.3 The Head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

- 10.1 The governing body reviews this policy every other year. The governors may however, review the policy earlier than this, if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed: September 2023

Review: September 2025

Reviewed by Staff: K Merik

Appendix

Positive Behaviour Choices Rewards			
	Action	Responsibility	Recording
One	Teacher acknowledges good effort/behaviour with a verbal response	Class teacher/ TA/ dinner staff	None
Two	Possible physical reward – sticker/smiley face etc...	Class teacher/TA	None
Three	Class Dojo	Class teacher/TA	Online Dojo system
Four	Gold card/ possible show of good work to another adult	Class teacher/TA/ another adult	Gold card displayed on the 'good to be green' pocket chart
Five	Platinum Award	Class teacher/ KT	KT – electronic form
Six	House point winner end of year prize	FJ/KM/RI	FJ – electronic form (KM to report platinum points)
Running alongside these rewards the class teacher may choose to work towards a whole class reward – this can be decided within the class.			

Negative Behaviour Choices Support			
One	Teacher acknowledges undesirable behaviour with a verbal response or gesture	Class teacher/TA/ dinner staff	None
Two	Verbal warning – eg/ “This is the second time I have had to speak to you, next time I will have to give you a yellow card.”	Class teacher/TA/ dinner staff	You may want to have a visual reminder on the board or in front of the child that they are close to a yellow card
Three	Yellow card – if behaviour persists	Class teacher/TA/ dinner staff	Yellow card displayed on the 'good to be green' pocket chart

Four	Red card – If behaviour persists or a serious incident has occurred (eg/ violent, disrespectful to an adult, bad language, abusive incident)	Class teacher/TA/ dinner staff <ul style="list-style-type: none"> This is the point where KT is informed if CT deems the incident serious enough. 	Red card displayed on the 'good to be green' pocket chart. CT to ring home and inform parents and record on teams electronic form.
Five	Behaviour chart – 5 or more red cards or low level behaviour concerns. This can be ongoing or for a short time depending on support needed.	Class teacher/TA/ dinner staff/parent.	CT and KT to decide how often the child will come and show to her. KT to keep a record of any behaviour charts that have occurred on Teams.
Six	10 or more red cards in one term leads to an internal exclusion with RI or KT for a day.	RI/KT	SIMS
Seven	3 internal exclusions in one term leads to a fixed term external exclusion.	RI	SIMS and county agreed procedure
<p>If any incident that is deemed serious by the head teacher occurs then she may choose to skip any of these stages and decide on the most appropriate sanction. These incidents may include but are not limited to:</p> <p>Racial incidents, serious acts of violence, damage to the environment, serious verbal abuse towards a member of staff.</p>			