



# All Saints CE (VC) First School

## Behaviour Management (Inclusion, Relationships & Behaviour Policy)

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Approved by: Full GB

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At All Saints CE(VC) First School, Busy Bees & Kingfisher we encourage our children to develop spiritually, socially, personally and academically. **'Caring for each other, succeeding together'** is our school motto. We are committed to providing a safe, caring and stimulating environment for our pupils, where they will be encouraged to learn independently, develop their own Christian spirituality and to seek high standards. We value every member of the school community and seek to develop constructive relationships between all. We provide a positive learning environment where we expect courtesy and respect between all. All Saints is a cornerstone of the community, together with the church, providing the children and adults of the locality with a place to meet, greet, care and succeed together, just as the school motto says.

### Aim

This is our school:

- A place where every child is safe and secure
- A place where everybody shares the same vision
- A place where everyone feels valued, included and respected
- A place where there is achievement, enjoyment and celebration of success
- A place where we all develop to our full potential
- A place where everyone is encouraged to make a positive contribution
- A place where we encourage parents and extended family to play a positive part in school life

As a school our aim for all our children is that they:

- feel safe and secure
- develop self-belief
- respect themselves and others
- are aware of their rights and have high self-esteem
- are independent, co-operative learners
- show high levels of motivation and perseverance
- are curious, resilient and unafraid of taking risks
- become confident, motivated life-long learners
- develop the capability and desire to play a meaningful part in our community today and in the future

This policy sets out to define how we build positive relationships, and it is based on the school's vision of a safe, caring, thinking school and applies to every individual in the school community. We value everyone as an individual that is capable of growth, change and development.

We aim to provide a nurturing, caring environment in which staff and parents work together for the welfare of the children, and where children adopt a standard of behaviour and values that develops a sense of self-discipline and an acceptance of responsibility for actions.

We aim to work restoratively to secure positive relationships with our children so that they can enjoy the learning environment that we provide. To achieve this, we expect all pupils to commit to positive relationships, and we have a range of policies, processes and procedures to support this.

The principles that underpin our approach to school relationships and behaviour are:

- No individual has the right to prevent another from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending All Saints CE(VC) First School, Busy Bees & Kingfisher and to feel that it is a place where they are safe to learn without disruption.
- All members of the school community should be free from discrimination harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Every child should be given the opportunity to develop a sense of personal responsibility for their own actions.

### **How this is achieved**

It is acknowledged that preventative strategies play a major role in behaviour management. Consequently, the school will place more emphasis on developing positive relationships to ensure we develop caring individuals who understand the need for the appropriate behaviours for learning. This will be supported through the schools ongoing commitment to teach the core principals of acceptable behaviour through, for example, our ongoing PSHRE curriculum and our daily act of worship themes

### **Restorative Practice**

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how our school works. It involves providing a culture of high challenge and high support. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

Our restorative approach helps pupils:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict creatively.
- Repair relationships with children and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

The governors believe children should be at the heart of the development of school expectations and these should be regularly reviewed with the involvement of children and staff. At the beginning of each school year, the class teacher will discuss school/class expectations with each class, and also create a Classroom Charter. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. These expectations will be revisited regularly (at the start of each day as a minimum) and will form the basis of our restorative conversations. They set the conditions for a positive and constructive learning environment. Classes agree a common language for expectations that must be met to maintain and increase progress. Staff and children are accountable for meeting the expectations in each lesson. The Classroom Charter is the platform to challenge if expectations are not met. The charter is a live document that can be adapted as dynamics and needs emerge through the year.

High standards of behaviour are expected and are set out in this policy. Governors and leaders expect all staff to work restoratively, with high challenge and high support. Governors and leaders expect a wide range of rewards, consistently and fairly applied in such a way as to encourage and recognise good behaviour and character around school. Consequences for unacceptable behaviour should be known and understood by all staff and children and applied with professional judgement. Wherever possible a restorative approach to resolution will be used alongside a sanction.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil, and staff are expected to use their discretion. Consequences should however be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from within the school and from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour.

We expect children and parents/carers to co-operate as 'partners in learning' to maintain an orderly climate for learning.

The governors strongly feel that fixed-term exclusions/suspensions must only be used as a last resort.

We expect that parents/carers will:

- Work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being, including avoiding term-time holidays.
- Work with the school to ensure their child follows school expectations and procedures.
- Encourage their child to show respect for members of the community and the environment.
- Support the school in modelling polite, positive relationships.
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Be good role models for other members of the community.
- The governors wish to emphasise that violence, threatening behaviour or abuse by children or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to the school premises.

### **Rewards & Recognition**

Each teacher and their class develop their systems of reward and praise, based on the overall school principles set out in this policy. Some of the rewards for the good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour and good characteristics for learning.
- reference to good role models.
- children are congratulated and thanked regularly for their positive contributions in school.
- stickers are given by all adults in school for a variety of actions/behaviours.
- small prizes / treats given out in Celebration Assembly to children achieving a Headteacher Award.
- praise postcards are sent home to parents of pupils receiving a star of the week award. These children also join the Headteacher for Lunch on the special table each week.
- termly letters of attendance are sent to parents praising children for good attendance.
- team points are awarded by all adults in school and celebrated in Celebration Assembly each week.
- Half termly awards are made for children who consistently demonstrate outstanding school values.
- Childrens achievements outside of school are recognised weekly in Celebration assembly.

Assemblies, especially our Celebration assembly, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook. To achieve this children are encouraged to bring in awards from Brownies, cubs, swimming & music lessons etc. to share with the school family in Celebration Assembly.

### **Actions if children are not meeting expectations**

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the nature and severity of the incident. In some circumstances it may be necessary to seek support from outside agencies if a regular pattern of not meeting school expectations emerges.

There are a wide range of consequences/sanctions available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships. All sanctions will be preceded by a restorative conversation between all involved in an incident (see Appendix A). Whenever possible, those involved in an incident will be included in the decision-making regarding sanction.

Sanctions can include:

- Removal of part or all of social/break time.
- Removal of privilege – participation in activities; attendance at after-school clubs.
- Referral to Headteacher
- Completion of reflection sheets – at school or at home
- Parents being informed
- Fixed Term exclusion/suspension.

### **Bullying (including online)**

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, sex or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

We use a range of measures to prevent bullying within the school community. Difference and diversity are celebrated to create a harmonious environment. All children have a responsible adult to talk to and an opportunity to form positive relationships with children of different ages and social backgrounds. Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded on safeguarding records and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with.

Through assemblies and classroom teaching, pupils of All Saints will know that:

- Hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know.
- Pupils should tell us their honest views about school in regular feedback e.g. weekly Circle Time or PSHRE sessions, School Council meetings, informal conversations with Headteacher during lunch. These views can be specifically about bullying but may also be about how safe they feel at school.

If staff or parents witness an act of bullying, they should refer it to the Headteacher directly.

#### Online Safety

All parents, children and staff are accountable for their actions online. Misuse of school technology or inappropriate behaviour online will result in the same sanctions as previously outlined.

#### Exclusions/Suspensions

In some cases, the school may exclude a pupil for a fixed period (fixed term exclusion/suspension) if their conduct is deemed to warrant this sanction. We feel the re-integration of an excluded pupil is an important process as it is essential that we take the approach of 'partners in learning' with families. It is therefore expected that parents/carers will attend the reintegration meeting to discuss with school staff strategies to be introduced to avoid a repeat of the behaviour that led to the sanction.

#### Reasonable Force

All Saints CE(VC) First School, Busy Bees & Kingfisher believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive/disruptive behaviour through removal from the classroom may be necessary. In these circumstances staff will follow the guidance laid out in the DFE's document [Behaviour in Schools \(Advice for Headteachers and school staff, September 2022\)](#)

#### Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The HT reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents. These include records of bullying, child-on-child abuse, persistent low-level disruption and completion of reflection sheets.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is suspended. Racial incidents must be reported to the local authority; homophobic incidents are also recorded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Other Relevant Policies

This policy should be read in conjunction with:

Health and Safety Policy

Equalities Policy

Safeguarding Policy

## Appendix A

Following an incident, an adult familiar to the children will engage all involved in a restorative conversation.

The following questions will be asked and all involved will have an opportunity to be heard:

Can you tell me what happened?

How has that made each of you feel?

Tell me who think has been affected by this.

What needs to happen next?