

# BLACKWELL FIRST SCHOOL



## RELATIONSHIP AND BEHAVIOUR POLICY

# VISION

At Blackwell First School we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of skills for life, social and moral values and academic success.

## Introduction

The staff and governors at Blackwell First School believe that good behaviour, with a foundation in a relationship based approach, supports a school in fulfilling its duty.

The last Ofsted inspection (January 2011) judged our behaviour to be outstanding.

*'Pupils display very positive attitudes towards their learning, as evidenced in their exemplary behaviour in lessons and around the school.'*

*'Pupils exemplary behaviour is an outstanding factor in the good progress they make in lessons and creates a very positive school ethos.'*

To ensure levels of behaviour remain outstanding our approach to behaviour management is positive, relationship based with a restorative system alongside praise and gaining trust for good behaviour at the heart of the policy. We work to the following set of principles reflecting our relationship based approach:

- Behaviour is a form of communication and children need opportunities to reflect on their feelings and emotions;
- Safeguarding children;
- Behaviours are addressed rather than the children;
- Firm and fair boundaries;
- Strong relationships;
- A positive school culture;
- Importance of self esteem and well being;
- Individual needs and personal circumstances;
- Positive support and
- Adults with a 'curiosity' about children's behaviour.

Setting a good example is paramount and staff attitude will be the most critical determiner of the success of the policy. All staff determine the calm, positive and consistent tone of the environment in which pupil/staff relationships can be developed, enabling each child to achieve.

Central to the policy is a system of agreed rules, restorative actions and sanctions. We guide the children towards making the right choices by teaching them the conventions of good behaviour and ensuring that they take responsibility for their own actions. Staff are trained in 'attachment aware' approaches as well as 'emotion coaching'. Key personnel have 'Mental Health First Aider' training as well as 'Trauma informed schools' training.

## Aims

- Create a positive and safe environment where children, staff, parents, governors and visitors treat each other with respect, care and consideration
- All members of the school community create an environment in which bullying, child-on child abuse, physical threats or abuse and intimidation are not tolerated and any such incidents are dealt with quickly and effectively, following the general safeguarding principles set out in Keeping Children Safe in Education.
- Create a calm atmosphere in which effective learning can take place.
- Teach children to care for the school buildings and the environment.
- Create a caring attitude towards others, including the local community, by behaving in a socially acceptable manner whilst working and playing and when out of school.
- Teach children to recognise, understand and tolerate the fact that we are all unique and that different people have different needs and beliefs.
- Teach children to develop self discipline and to be responsible for his/ her actions.
- Through building a positive and open home school partnership, work supportively with parents to ensure a consistent approach to positive behaviour management.

## Responsibilities

### The law says:

- The head teacher must set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and which regulate the conduct of pupils
- When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following: screening and searching pupils; the power to use reasonable force and other physical contact; the power to discipline beyond the school gate; when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and pastoral care for staff accused of misconduct.

- The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
- Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
- The school must publicise the school Relationship and Behaviour policy, in writing, to staff, parents and pupils at least once a year.
- The school's Relationship and Behaviour policy must be published on its website (School Information (England) Regulations 2008).

In addition to these:

- For the school to provide a clear policy, consistently implement restorative actions and sanctions and to liaise with parents/carers to support positive behaviour.
- For the parents/ carers to liaise with school regarding their child, sign the home/ school agreement and actively support the behaviour policy.
- For the staff to provide a safe, well-ordered and caring environment in which learning can take place.
- For the staff to value individuals, know their needs and to provide consistent guidance.
- For the children to follow school rules and help each other and staff to work together in the school and wider community.

## Bullying and Safeguarding (see Anti-bullying and Safeguarding policies)

Bullying and child-on child abuse within school or the local community is not condoned and appropriate action is taken when incidences occur including following the general safeguarding principles set out in Keeping Children Safe in Education. The headteacher should be made aware of such incidences and steps will be taken to involve parents. Parents and children should be in no doubt that such behaviour is totally unacceptable. Children should also be aware that they must inform staff of any bullying or child-on-child abuse so that these can be eliminated. This applies also to suggestions or indications of racial harassment.

## Rules, rewards and sanctions

Our policy of assertive discipline and self esteem promotes a shared commitment to nurturing capable and competent young people who are able to take responsibility for their own futures and who show respect and care for other people and property. The school strives in developing the children's levels of behaviour. These levels are:

Level 1 – I don't want to get into trouble

Level 2 – I want a reward

Level 3 – I want to please somebody

Level 4 – I follow rules

Level 5 – I am considerate of other people

Level 6 – I have a personal code of behaviour and I follow it

The success of the policy relies on clear, concise rules that are clearly understood and consistently applied.

## Rules

### Blackwell First School Rules

- Follow instructions - *from all staff straight away* - to show respect
- Be kind - *and caring towards one another and play fairly* - to show that we value each other and to make sure that others are happy
- Look after things - *our building, environment and equipment* - to allow all of us to share them
- Move and act safely - *moving in and out of the buildings quietly and walking sensibly* - to keep everyone safe in school
- Try your best - *work hard in and out of the classroom* - to help everyone to achieve their potential

These school rules are discussed in each class so that the children understand them. Each class agrees a class set of rules at the start of the school year. These are displayed prominently and referred to by teachers. They should be age appropriate, simple to remember and have visual prompts. These rules are re visited regularly by class teachers.

Our policy and practice are based on positive approaches and praise outweighs negative remarks by at least 3 to 1. When children break rules, words of criticism are used about the child's behaviour (not them). Staff members then offer constructive advice on how a child can improve their behaviour.

## Rewards

We promote the principles of good behaviour, sustained effort and respect for others from Nursery to Year 4. Through our 'Levels of Behaviour' approach we teach the children that good behaviour should not be encouraged to get a physical reward i.e. sticker. Rewards for good behaviour are given through:

- A smile
- Non verbal signals e.g. thumbs up, clap
- Verbal praise
- More responsibility
- Monitor roles in class
- Being trusted to do exciting activities i.e. bell-boating, campfires etc

Rewards (sometimes concrete) are given for attitude and effort towards learning to reflect what happens when adults work i.e. they work hard and their reward is a wage.

Children may earn:

- Sharing work/ achievement – go to another class to show work etc
- Marking on work – positive comments
- Gold book and assembly certificates – recorded praise
- Parents informed of success
- Target certificates and stickers
- Peer acknowledgement

Additional rewards by individual classes may include:

- Points/ rewards for groups/ tables
- SEN target sheets/ charts and behaviour records
- Class reward system such as names in a bag, marble jar etc

NB – sweets or edible rewards will not be used.

## Scaffolding good behaviour

In order to achieve high standards of behaviour it is essential that pupils are taught what good behaviour is and are supported using a variety of classroom management strategies.

- Explicitly and frequently reminding children of your expectations e.g. before assembly remind class that they walk in and out silently, expected assembly behaviour etc

- Use the language of trust
- Use restorative approaches to help correct a child's behaviour and explain you are 'helping' them rather than the child deeming the teacher to be 'punishing' them
- Proximity praising e.g. if a child is not yet listening praise a child nearby who is
- Ensuring careful, considered seating (lining up) of children, at tables, on the carpet, in assembly etc
- Non-verbal reminders such as prompt cards
- Calm voices and facial expressions showing children how their behaviour has made the adult feel
- Use of 'choice' language with a child e.g. you can choose to put that away and return to the carpet OR you can carry on playing with it and get a warning
- Tactical ignoring (to be used with caution and only for behaviour that is NOT hurting or distracting others) and praise children who ignore well
- Explicit teaching and explaining of behaviour management strategies
- Wake and Shake/ Active Breaks as energizing/ calming activities between lessons and to refocus
- Use of music for tidying up/calming down/quiet snack times etc

If a child has needed support with their behaviour during a morning or a child finds it hard to conform during lunchtimes/ playtimes, members of staff support children in a variety of ways, for example a teacher may spend a few minutes with a child to explain expectations for playtime or may give a child jobs to help them avoid conflict at playtime.

## Discipline

The Education and Inspection Act 2006 give teachers the following powers:

- All teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's behaviour occurs outside of school. Such circumstances include when the pupil is travelling to or from school; wearing school uniform; in some other way identifiable as a pupil at the school; could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

- Teachers can impose detention outside school hours.
- Teachers can confiscate pupils' property.

The school adheres to the laws set out in the Act with regard to these powers. The school, however, does not include imposing detention outside school hours as a sanction.

## Sanctions

There are occasions when rules are broken and sanctions are necessary.

Accepting consequences for unacceptable behaviour is an important responsibility. Children must know and expect sanctions for breaking rules. Staff must consistently use sanctions and ensure pupils understand what behaviour led to the sanction.

For sanctions the school uses a restorative approach to support the children in understanding the consequences of their actions e.g. for a child who has drawn on a table, they should clean the table themselves in their own time. Staff are given a list of behaviours and possible restorative actions so that there is a consistent approach across the school.

Poor behaviour often leads to missed work and children will then be expected to complete work at playtime under supervision and should also be given time for a visit to the toilet, a drink and a snack.

Sanctions are recorded on a Behaviour Tracking Sheet which is in each classroom. Every day, each child begins the day with a 'clean sheet' and has the opportunity to give their best (except for children with repeated poor behaviour who may need 'time out' a following day/ period of time). Children who need more than one reminder about following school rules must undertake a restorative action (consequence) and be recorded on the tracking sheet. Tracking sheets will be retained in classrooms and monitored by the class teacher, Access and Inclusion manager and head teacher.

Parents are advised when their child's behaviour gives cause for concern and are encouraged to support the school and staff in the implementation of the policy.

## Serious misbehaviour

This includes:

- physical harm or injury with INTENT to hurt;
- repeated physical harm or injury following reminders/ advice from staff;
- serious verbal abuse (including rude gestures) with INTENT to cause emotional hurt;
- breaking the law for example, stealing, damage to property



- racial harassment;
- repeated bullying towards a child or
- deliberate defiance.
- Persistent low level behaviour not improving through restorative sanctions
- Malicious accusations against school staff

Serious misbehaviour will result in immediate time with the head teacher or assistant head teacher in their absence – this will be known as Stage 1. The child will be given an opportunity to think about what they *feel* about their behaviour and will be given a restorative consequence during their lunchtime. Parents are informed by the class teacher at the end of that day.

## **Stage 2**

A child who reaches Stage 1 twice in a half term will move to Stage 2. The class teacher will verbally request a meeting with the parents/ carers. The A&I Manager will be present at this meeting. The class teacher will keep a diary/ record to monitor the child's behaviour.

## **Stage 3**

If a child has reached Stage 2 and continues to reach Stage 1 on a weekly basis, they will move to Stage 3. The head teacher will verbally request a meeting with the parents/ carers to set targets and discuss behaviour strategies, which may include Code of Practice strategies and the involvement of the Access and Inclusion Manager. A behaviour contract will be agreed where specific targets for improving behaviour are agreed with the child, the teacher and the parents/ carers.

As part of the behaviour contract, additional sanctions and rewards may be established. The class teacher will keep a diary of the child's behaviour, fill in the target sheet daily and update parents on a weekly basis of progress towards targets. The child will report to the headteacher each week with his/ her target sheet.

## **Stage 4**

When a child does not make progress at Stage 3 or make more than one malicious accusation against school staff, outside agencies may be involved, such as Children's Services, Educational Psychologist, the Pupil Referral Unit. It may also be necessary to consider temporary or permanent exclusion from school. The school governors will be informed of PRU involvement and exclusions.

## **Special Education Needs and Disabilities (See SEND policy)**

The school consistently and fairly promotes high standards of behaviour for all children including those with SEND and provides additional support, alternative strategies and rewards and sanctions

(following specialist teacher advice) where needed to ensure pupils can achieve, follow school routines and rules and learn as well as possible. When a child is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided for academic, social and emotional development.

## Positive Handling

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Members of staff are trained to do this safely, undergoing positive handling training regularly in accordance with guidelines. Parents are informed that day if a child has been handled and then a positive care plan is written together with staff and parents/carers to ensure all parties are in agreement with strategies used with the child's safety at the heart of the plan.

## Behaviour at playtimes

It is important that excellent standards of behaviour are maintained at lunchtime and that children are aware of what is and is not acceptable.

This is the time of the day when children are most able to interact socially with their friends and peers. They are aware that at this time they are responsible to the adults on duty and should treat them with respect and courtesy.

Instances of inappropriate behaviour are dealt with by the following playtime sanctions, linked to the whole school approach.

1. Verbal warning for **one off** low level behaviour i.e. out of bounds (on mud), silliness causing accident, low level unkindness i.e. you can't play.
2. Time to think for 5 minutes in designated area and the member of staff on duty informs the class teacher if this low level behaviour is repeated once more during the same lunchtime. The class teacher is then to decide on restorative action.
3. The child is brought in by a member of staff on duty to the head teacher or Access and Inclusion OR the head teacher/A&I is sent for if:
  - A child is rude to a grown up or answers back
  - Low level behaviour is repeated once more after time to think
  - physical harm or injury with INTENT to hurt or repeated incidents
  - serious verbal abuse (including rude gestures) with INTENT to cause emotional hurt
  - breaking the law for example, stealing, damage to property
  - racial harassment

- repeated bullying towards a child or
- deliberate defiance.

## Behaviour during school-led clubs

To support consistency the same school rules apply at all times during clubs. To help maintain outstanding levels of behaviour if a child does not follow a school rule after one verbal reminder then they will spend time with the head teacher or assistant head teacher. The head teacher or assistant head teacher is sent for and are returned by them after thinking time or a restorative action has taken place. If a child is removed for two sessions during a week then the head teacher or assistant head teacher will sit with them during their clubs to help them learn how to behave for as many sessions as deemed necessary. Parents will be informed at this stage. Stage 2, 3 and 4 will be followed if this inappropriate behaviour continues.

## Behaviour during after school clubs

Poor behaviour in an extra curricular activity will lead to exclusion for the session. Two consecutive missed sessions will lead to parental involvement. Repeated poor behaviour will lead to suspension from the club for a term at the discretion of the head teacher or assistant head teacher.

## Behaviour outside the school gates

In response to non-criminal bad behaviour and bullying which occur off the school premises and which is witnessed by a staff member or reported to the school the head teacher or assistant head teacher would have discussions with the parents/carers and follow the school behaviour policy.

## Supply staff/ students

Supply staff/ students will be given a copy of Blackwell First School Behaviour policy and encouraged to support the policy.

## Staff development and support

All new members of staff take part in an induction programme, delivered by the head teacher, which includes the school behaviour policy. At the start of each new academic year the school's vision, aims and behaviour policy are revisited with all members of staff. The head teacher and Access and Inclusion manager support all staff with behaviour management on a daily basis and all staff are encouraged to support each other with the behaviour of all children at all times. Professional development includes behaviour management strategies and specific CPD is available when required. All staff are given a copy of the restorative actions and strategies for supporting children with additional needs each year.

## **Allegations of Abuse Against Staff and Other Adults Working in the School**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Blackwell First School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

All school staff members have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, Blackwell First School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

### **Action in the Event of a Malicious Allegation**

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

### **Pupil support systems**

For some children, additional support from outside agencies may be required to support their behaviour and emotional needs. The school has liaisons with the Behaviour and Emotional Support Team who provide support for staff within school and for parents/carers. Other services are such as

CAMHS, early intervention and other SEN services are deployed by the school when necessary. It is the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. Careful consideration is given to children with behavioural and emotional needs during times of transition whether between classes or when starting or leaving the school. Individual plans are set up, liaising with parents, carers, staff and other agencies if required.