



St Michael with St Thomas C of E Primary School



Behaviour and Relationships Policy

Author: SLT

Owner: St Michael with St Thomas SLT

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Review: 2020

We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 12: *All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.*

Article 19: *All children should be protected from violence, abuse and neglect, and governments should protect them.*

Article 29: *Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.*

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>

St Michael with St Thomas Church of England Primary School

BEHAVIOUR POLICY

PURPOSE

- To create a positive, orderly and inclusive environment where learning and teaching can take place, based on our school rules: **Ready, Respectful, Safe**.
- Create a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities.
- Reduction of staff stress through the identification of effective systems and practices.

AIMS

- To provide a disciplined environment where children will develop lively, questioning minds, learn important skills and make good relationships with adults and children.
- To ensure that each child develops his/her maximum potential.
- To help our children to develop personal, moral values and a tolerant understanding attitude towards people of other races, religions and ways of life.
- To give each child self-esteem, confidence and security.
- To give children a sense of responsibility towards the community.

CODE OF CONDUCT

Every class has a code of conduct which is written and agreed by everyone. It is displayed in the classroom. The code of conduct replaces the need for rules it gives a clear philosophical message, promotes consistent whole school approach to behaviour based on our school rules of **Ready, Respectful, Safe**.

REWARDS

Whole School Rewards

All class teachers and Teaching Assistants use all the following rewards on a regular basis:

- Praise
- Stickers
- Weekly Head teacher's Award for 1 child in each class. Certificates are presented in Celebration Assembly; winners are published in the weekly newsletter. The award may be given for any reason, academic or social
- Weekly Lunchtime Award given to one child in each class by the Mid-day Supervisors, stickers are handed out in Celebration Assembly and published in the school newsletter
- Attendance Awards - Winning class is given an award each half term and at the end of the year
- Photocopies of good work are sent home to parents at the discretion of the class teacher
- The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners. Children may be rewarded for:
 - Particularly good work/effort
 - Displaying good manners
 - Displaying a caring attitude towards others
 - Remaining on task
 - Use of a growth mindset etc

Rewards in all classes are Dojos and stickers. Teachers can introduce a reward system bespoke to that class if thought useful e.g. collecting marbles in a jar.

SANCTIONS

Sanctions are understood by all children and are explained at the start of each year:

- Minor examples of inappropriate behaviour can often be refocused and ignored.
- A warning will be issued to the child
- Consequence – 5 minutes after class with Class Teacher
- Consequence- Minutes lost from break time or lunchtime
- Consequence – Lost Lunchtime (ABC Room)
- If inappropriate behaviour continues the pupil will be sent to appropriate senior leader who will speak with parents
- School will consider exclusion from special activities and clubs

If the sanction of missing break/lunch cannot be put in place because the child behaved inappropriately after lunchtime, in KS2 the sanction will be carried out the following day. In KS1 it may be that a child works on a separate desk within the classroom for a specified time, to avoid carrying the sanction over to the following day.

These sanctions may vary slightly depending on age of pupils.

UNACCEPTABLE SANCTIONS

Children at St Michael and St Thomas will not be asked to write lines as a punishment. They will not be sent to stand outside classrooms, or against walls on the playground or in school. Children's names should not be written on the board to indicate sanctions.

Children will be spoken to in a calm manner at all times with the adult acting as the role model. Staff follow the principle of 'Praise in public; reprimand in private.'

INDIVIDUALS BEHAVIOUR PLANS (IBP's)

Pupils should not have behaviour targets on their IEP's. If a behaviour target is needed an Individual Behaviour Plan should be written. This will be done by the class teacher, SENCo and Family Support Worker, with involvement from relevant Support Staff or SLT. All children on IBPs have progress regularly discussed half termly pupil progress meetings.

If the IBP is not effective and no improvement can be seen, a Therapeutic Intervention Plan (TIP) will be introduced. Following a period of monitoring, if no improvement has been made, referral to outside agencies may be considered along with a possible pupil referral unit application.

Regular monitoring of pupils with behaviour issues may trigger an CAF assessment which will identify any multi agency input required.

INDIVIDUAL CRISIS MANAGEMENT PLANS (ICMP - part of IBP)

Some pupils will have ICMP's as they will be known to demonstrate extreme displays of behaviour. These ICMPs will detail known triggers in an attempt to avoid the extreme displays of behaviour and support the child in managing their emotions before they reach crisis point. A behaviour risk assessment will be completed alongside an ICMP.

USE OF TEAM TEACH POSITIVE HANDLING TECHNIQUES

Staff in school have all taken part in the Team Teach training, and make use of the positive handling Team Teach model in situations where it is required. Pupils will only be handled by staff if:

- They are endangering themselves
- They are endangering others

All handling techniques used by staff are from the Team Teach model, and are reasonable and proportionate to the incident and the child. Staff prioritise de-escalation in all situations, and any handling of pupils is as a last resort to ensure safety.

Any time positive handling techniques are used, the staff involved inform the Headteacher immediately. The members of staff who have implemented a hold on a pupil, complete the required paperwork in the Team Teach

book as soon as possible following the event. Parents will be invited into school to discuss the incident with the HT or AHT and asked to sign the paperwork.

The Headteacher will monitor the Team Teach book each half term.

PERSONAL HANDLING PLANS

Pupils known to school as often displaying extreme behaviours, and therefore the need arising for the pupil to be 'handled' will have a Personal Handling Plan (PHP). The PHP will detail the methods used to handle the pupil, using the Team Teach positive handling techniques that all staff are trained in. These will be agreed and signed by parents.

CREATING A POSITIVE ATMOSPHERE

Each lesson will be started in a friendly and positive way. Children will be welcomed and the big picture will be given. This will reduce anxiety and all children will understand what is expected of them.

There is a reflection area in every classroom which can be used to de-escalate problems and children can calm down and refocus in these areas.

All staff will speak calmly to children without raising their voice. The unacceptable behaviour will be targeted without labelling the child as 'naughty'.

DISCIPLINE BEYOND SCHOOL GATE

School has the right to discipline pupils for misbehaving outside school in the following circumstances: misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- or in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour school will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In these cases, school will treat each case individually when consider what action to take. Parents will be involved and could lead to pupil exclusion

POWER TO USE REASONABLE FORCE

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. All staff adheres to the Team Teach model, records are kept in line with the school Care & Control Policy.

SCREENING AND SEARCHING OF PUPILS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

DFE Behaviour and Discipline in School January 2016

1) The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's

property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.”

2) **Power to search without consent** for “prohibited items” (see DfE Behaviour and Discipline Advice for School January 2016). These items will be handed to the police.

EXCLUSIONS

Local Authority guidance will be followed. Advice from the Exclusion Officers will be sought for any Fixed Term Exclusions.

On occasions pupils whose behaviour warrants exclusion but not a FTE will be internally isolated in school. On return to class the pupil and parents will meet with the Headteacher/Senior Leader and a plan or IBP will be put in place to minimise the need for further exclusions.

MONITORING

Any individual incidents of poor behaviour will be detailed on an individual significant behaviour log recorded on CPOMs.

E-safety and Homophobic/Racist incidents will be detailed on individual logs on CPOMs. Bullying incidents will be logged as per procedures in the Anti-Bullying Policy. These are reported to the Governors via the Headteacher’s report on a termly basis.

Exclusions will be recorded on Arbor and CPOMs and reported to the Local Authority as per their policy.

The Headteacher will monitor the above on a termly basis and report to the CEO and Directors.

LINKS TO OTHER POLICIES

Safeguarding

PSHE

Learning & Teaching

Anti-bullying and Harassment

Care & Control

E-Safety

Home School Agreement

Exclusion advice DfE

SEND

Staff Code of Conduct

Single Equality Plan