

SINGLETON C.E. PRIMARY SCHOOL

Nurturing Individuals to flourish and grow together, rooted by God's love.



Brilliant Behaviour and Relationships Policy

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1. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- SEND Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

2. Our Ethos

We believe that children learn to behave when adults in school CONSISTENTLY:

- Teach and praise positive behaviours
- Model positive behaviours and communication
- Take time to build positive relationships with children
- Listen to children carefully
- Communicate calmly
- Use agreed systems for negative behaviour

3. Aims

- Maintain a safe and secure learning environment by creating a purposeful and happy working atmosphere for everyone in the school community, children, staff, and parents.
- Develop an ethos in relationships, which encourages mutual respect and trust among all those working in school, adults, and children alike.
- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and the valuing of the contribution each may make to the well-being of others in the school community.
- Use agreed strategies for promoting positive behaviour and modifying unacceptable behaviours, which will be applied consistently by all those working in the school.
- Communicate to all those involved, the systems of rewards and consequences, and enlist the support of everyone in encouraging appropriate behaviours.
- Encourage self-discipline and regulation, so that appropriate behaviour is maintained outside of school and in the wider community.

4. Rights

At Singleton everybody has the right:

- To feel safe, happy and secure in school at all times
- To be able to learn and play without threat or disruption from others
- To know that bullying is unacceptable and will be dealt with
- To be listened to and treated fairly and sensitively

It is the responsibility of **everyone** at Singleton CE Primary school to ensure that these rights are upheld in every classroom and around the school. Children and adults should always behave appropriately and follow the school rules .

5. Our Rules

At Singleton we have 3 rules:

- Be **Ready** to learn.
- Be a **Respectful** learner.
- Be a **Responsible** learner.

6. Strategies for Promoting Positive Behaviour

- Smiling, greeting, and building relationships with EVERY child
- Quality first teaching
- Well planned learning, responding to individual needs
- Clear and consistent high expectations
- Specific praise for positive behaviour
- Sharing positive examples of behaviour across school / with families
- Celebrating positive behaviour to suit individual needs/responses
- Children are listened to and given the opportunity to discuss issues relating to behaviour: adults listen to ALL sides of a situation
- Offering opportunities and support to reconcile and restore
- Verbal recognition when behaviour has improved
- Giving ALL children a responsibility for areas around the school

7. Strategies for Modifying Unacceptable Behaviour

We feel it is important to promote positive behaviour and encourage self-discipline.

However, there may be times when a child's behaviour infringes on the rights of others or our school rules.

It is our shared understanding that behaviour is a form communication. Negative behaviour may indicate an underlying difficulty, anxiety, or unresolved problem.

It is important for the adults to calmly manage situations and ensure children understand how their behaviour is negatively impacting on their own and other's education.

We have therefore put in place procedures and a set of consequences which all staff consistently adhere to.

These consequences are progressive starting with a warning and then becoming gradually more substantial for subsequent incidents. Consequences should never embarrass or humiliate a child.

Consistent unacceptable behaviour, bullying or behaviour which is Physical, Verbal, Sexual or Racial is logged in a central Behaviour Log. All classes and staff room have printed forms. **Appendix 1.**

8. De-escalation Steps for Unacceptable Behaviour

1. Adult verbal reminders and use of Class Charter to highlight which one of 3R's needs to be improved.
2. If behaviour does not improve and repeat behaviour seen, time out 'in' a space close to the classroom for a period of cooling down/reflection. Adult to offer opportunity to return after this time limited period.
3. Discussion with an adult about the behaviour (using restorative practice)
4. Time out sessions in a different space.
5. Removing a child from a situation (asking them or others to move)
6. Withdrawal of privileges/freedoms, such as a play-time, the reasons for this being clearly explained and linked to the 3R's – *eg: You have kicked a friend and I therefore do not believe you are being a responsible learner currently. We all have the right to be safe.*
7. Referral to the Leadership team
8. Informing parents and/or involving parents in discussion

See Appendix 2 for examples of typical behaviour at different ages

9. Persistent Unacceptable Behaviour

From time to time a child may have problems which result in persistent unacceptable behaviour.

It is our school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies.

Reasonable adjustments may be made for children with SEND when applying the behaviour policy. However, we are clear that whilst a special need may provide a reason for poor behaviour, it does not excuse it.

10. Strategies for dealing with Persistent unacceptable behaviour may include:

- Regular discussion with children and parents
- Individual Learning Plan put in place to provide SMART targets to improve specific behaviours

- Knowing individual children well, and seeking to understand possible triggers for their behaviour and avoid or manage those triggers
- Home link book to record a weekly overview of behaviour to celebrate positive behaviours, address any problems that have arisen and resulting discussion.
- Tracking the progress of a child's behaviour in class, lunch play and playtime
- Structured learning time, where the pupil spends time in school but learns in a separate environment from their peers.
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies: LBAT team/ Educational Psychologist
- Nurture group / individual support to work on SMART targets
- Fixed-term suspension.
- Permanent Exclusion.

11. Positive handling

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 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. (See Positive Handling Policy). The actions that we take are in line with government guidelines on the restraint of children. Careful logs and records will be kept, and parents will always be informed if a physical intervention has been used.

12. Emergency Physical Intervention

Emergency interventions will involve any staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a child running onto a road.

13. Managed Moves

Occasionally, children do not respond to the behaviour systems in place. If the situation is starting to cause distress to the child or impacting on other children, a managed move may be considered. This is done in discussion with parents and West Sussex County Council and is an opportunity for a child to have a fresh start at an alternative school

14. Fixed-term Suspensions and permanent exclusions

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of the individual child, others or damage to property could result in a fixed-term suspension.

Only the Head teacher has the power to suspend or exclude a pupil from school, fixed term or permanently. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In severe cases if fixed term suspensions do not help

the pupil, a permanent exclusion can be enforced. It is also possible for the Head teacher to convert fixed-term suspension into a permanent exclusion if the circumstances warrant this.

If the Head Teacher suspends a pupil, parents will be met with face-to-face to explain the suspension and given paper letters confirming the reasons and arrangements for the suspension. They are explained their right to appeal this decision. The Head teacher will inform the LA and the governing body about any permanent exclusion, and about any fixed.

15. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over time
- Difficult to defend against

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

16. Roles and responsibilities

The Governing Body is responsible for reviewing and approving the this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will seek relevant training to support staff and pupils in achieving the aims of this policy.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents (see appendix 2 for behaviour log)

The Headteacher and **SENCO** will support staff in responding to serious/repeated behaviour incidents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

17. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every 3 years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every 3 years.

Governors will make planned visits to the school to monitor the implementation/impact of this policy, seeking parent/pupil and staff voice.

Behaviour of pupils / exclusions will be reported at Governing Body meetings.