

TOCKWITH C E PRIMARY SCHOOL
POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

Signed Chair of Governors

Date

1. Rationale

- 1.1 At Tockwith C E Primary, we are a caring community with mutual trust and respect for all.
- 1.2 Relationships and behaviour are integral to our happy, healthy and safe learning community.
- 1.3 Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships.
- 1.4 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.
- 1.5 Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings).
- 1.6 We promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well.

2. Aims

- 2.1 To provide excellent education in an inclusive and visionary Christian environment.
(Aims statement)
- 2.2 To be proactive in promoting equality and tackling unlawful discrimination of any kind (racial, religious, gender, disability or sexual orientation.)
- 2.3 At Tockwith C E Primary it is our aim that:
 - Every member of the school community feels happy, valued and respected, and that each person is treated fairly and well.
 - We enable every child to reach their potential without disruption to learning caused by themselves or others.
 - We promote relationships which are happy, safe and secure.
 - We help children to become positive, responsible and increasingly independent members of the school community.
 - We promote self-management of behaviour and enable some reflection of what behavioural choices exist(ed)

3. Implementation

3.1 Throughout school, all staff, pupils, parents and visitors should aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

3.2 All pupils, staff and parents are expected to uphold their role in the Home School Agreement at all times.

3.3 **Pupils**

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid the wrong choices:

- follow instructions
- keep hands, feet and objects to themselves
- use positive language and actions

3.4 **Class teacher**

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships - 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- communicate to parents in person or through phone, email or text to inform them of their child's good choices
- follow our warnings system, making explicit what rule they have broken, and always record the incidents
- display in the classroom the consequences of their choices (both positive and negative) - this can help when explaining why praise or a warning has been given
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves and / or receives a warning
- having followed regular procedures and consequences, seek help and advice from a colleague (eg member of SLT)
- liaise with external agencies, as necessary, to support and guide the progress of each child eg discuss the needs of a child with the Education Social Worker or LA Behaviour Support Service

- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

3.5 **Support Staff**

It is the responsibility of teaching assistants, office staff, volunteers and all other adults in school to support the headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

3.6 **Headteacher**

In addition to the above, it is the responsibility of the headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- ensure the health, safety and welfare of all children and staff in the school
- take steps to encourage parental involvement or internal exclusion before exclusion
- maintain records of all reported serious incidents of misbehaviour
- issue fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child; both these actions are only taken after the school governors have been notified.

3.7 **Parents**

The school works collaboratively with parents so children receive consistent messages about how to behave and aims to build a supportive dialogue between the home and the school. Parents are informed immediately if there are concerns about their child's welfare or behaviour - this includes if a child receives five warnings or if there is a pattern of regularly receiving warnings.

Parents are expected to:

- be aware that we have school rules (often communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, and if still unresolved, the school governors. If these discussions

cannot resolve the problem, a formal grievance or appeal process can be implemented, according to the Schools Complaints Procedure.

3.7 **Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. In the event of a formal complaint regarding the schools actions regarding discipline or behaviour, the governors will investigate by following the Schools Complaints Procedure.

4. Rewards

4.1 Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. This will include:

- class rewards whereby individuals contribute to the whole class gaining a reward such as: extra playtime, class game, free choice
- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated
- stickers
- certificates: for sporting achievements, academic success or Social and Emotional Aspect of Learning
- Collective Worship and/or Assemblies, especially our Friday Assemblies, 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.
- Attendance is also rewarded. We give certificates at the end of the year for all children who have attained outstanding attendance.
- 'Top Table.' Rewarded for good behaviour at lunchtimes.

Sweet treats, eg, biscuits, sweets and chocolates are rarely used as rewards. As a healthy school, we prefer to reward in other ways.

5. Consequences

5.1 Staff employ consistently and clearly a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

5.2 We have a series of consequences if someone breaks a rule. There are separate consequences for lesson time (including school outings and assembly times,) and playtime/ lunchtime. Consequences are delivered by giving a warning to the child with these warnings recorded on the warnings sheet. Warnings are automatically started from scratch at the beginning of each morning and afternoon session.

Lesson time consequences FS2:

- 1st Warning - reminder of rule
- 2nd warning - 1 minute away from the group or lose the right to choose where you are sitting/standing
- 3rd warning - 5 minutes away from the group or lose the right to choose where you sit/stand.
- 4th warning - 10 minutes reflection time away from the activity.
- 5th warning - go to another class for the rest of the session plus parents and senior member of staff informed.

Lesson time consequences KS1 and KS2:

- 1st Warning - reminder of rule
- 2nd warning - 5 minutes away from the group or lose the right to choose where you are sitting/standing (2 minutes KS1)
- 3rd warning - rest of session away from the group or lose the right to choose where you sit/stand.
- 4th warning - go to another class for 15 minutes reflection time.
- 5th warning - go to another class for the rest of the session plus parents and senior member of staff informed.

Lunchtime/ playtime consequences:

- Reminder of the rule followed by a resolution
- Reminder of the rule followed by 2 minutes time out with a member of staff/ 2 minutes away from the group if the child is inside eating
- Time out for the rest of playtime (max 15 mins)
- Red spot days: by the notice board
- Green spot days: by the mural
- Indoor play: outside the classroom
- Dangerous behaviour. Straight inside to HT/ senior member of staff.
- Child will then miss the next playtime in the time out spot.
- Further action may be taken at the discretion of the headteacher which may or may not involve parents

5.3 Serious misbehaviour (eg swearing, disrespect to staff, fight) is very rare. Such behaviour would mean warnings are automatically by-passed to four or usually five warnings. Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. The school will refer to its Anti Bullying Policy in the event of bullying or suspected bullying.

5.4 We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain

their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules.

- 5.5 We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.
- 5.6 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- 5.7 The class teacher discusses the school rules with each class which are displayed in each classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- 5.8 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.

6 Monitoring

- 6.1 The headteacher 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.
- 6.2 The class teacher records incidents with reference to the warnings system.
- 6.3 The headteacher keeps a record of serious incidents that occur during lessons or at break or lunchtimes.
- 6.4 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 6.5 All racial incidents which relate to discrimination on the grounds of race, religion, gender, disability, or sexual orientation are be reported to the local authority.