

# **St Just Primary School**

## **Relationship Policy 2023**



*'Kindness is the things we say, kindness in the way we play. Respectful in the things we do, respectful when we talk to you'.*

For all of us, enjoying positive, supportive relationships in our daily lives is key to our happiness and fulfilment. Excellent behaviour is a key feature of a successful school. It creates safety and well-being for children, staff and parents and leads to an effective working environment.

### **Our aims are:**

- To nurture a life-long passion for learning
- To ensure everyone reaches his/her full potential
- To encourage creative, independent thinking
- To meet the needs of individual children
- To increase self-esteem
- To equip children for the ever-changing challenges of the 21st Century
- To provide stability and a safe place to learn in
- To develop a sense of community and citizenship

### **Everyone is expected to:**

- Be responsible for his/her own behaviour
- Share our Community Values: Kindness, Responsibility and Respect

All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong. Relationships can be challenging but as a school we are committed to enabling both staff, children and their families to resolve their own conflicts restoratively.

### **Our policy is based upon the rationale that:**

Our school environment promotes tolerance and respect for others.

All children have a right to access the curriculum without interruption and in a safe environment.

Any behaviour which impedes teaching and learning is unacceptable.

Any behaviour which threatens safety and security, both physical and emotional, is unacceptable.

All children and adults have a right to feel comfortable, secure and supported in their working environment.

### **Adult Language (including body language and use of voice):**

We are careful what we say and how we say things when talking to both pupils and other adults.

#### **Respectful**

- Non Judgemental - (Separate the deed from the doer)

#### **Consistency and Fairness**

- Engage pupils in learning about the effects of their actions
- Make sure the reason for a decision is always understood
- Set clear expectations for the future

## Restorative

- To help pupils understand the effect of their actions and the importance of taking responsibility

## St Just Primary Approach:

Consistency of approach by all members of the school community is essential for successful behaviour management. Our whole school approach will include the common usage of appropriate language to support calm, objective interactions and positivity.

The school actively discourages any form of unacceptable behaviour such as teasing and bullying. Any discrimination against **protected characteristics\*** will be challenged. Using constructive conversations consistently and conscientiously helps minimise unacceptable behaviour.

**\* Age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.**

Behavioural expectations include parents and visitors and can be found in the Truro and Penwith Academy Trust code of conduct for parents and visitors document.

## Common Rights and Rules

### School Rules

Our school rules are simple and memorable.

**We listen to each other and speak politely**

**We are kind and helpful**

**We care about each other**

**We do our best and let others learn**

**We are honest**

**We care for school property**

The basis for supporting positive behaviour at St Just School is based on the following common rights and responsibilities and rules.

### Agreed Common Rights

We all have a right to feel safe, a right to feel treated with respect and dignity and we all have a right to learn.

### Reward System

At St Just School we believe that it is essential to encourage and promote good and outstanding behaviour and reward it consistently and appropriately. We believe that our reward system encourages children to strive for good behaviour as an individual as well as part of a wider class and school community.

| <b>Name of the reward</b>  | <b>Why is the reward given?</b> | <b>When is the reward given?</b>                                | <b>Who gives the reward?</b>                                  |
|----------------------------|---------------------------------|---|---|
| <b>House points / Dojo</b> | Academic attainment or progress | During lessons or group work.<br>During assessment and marking. | Any member of staff involved in children's academic learning. |

|  |  |   |   |
|--|--|---|---|
| <b>Star of the week</b>  | Behaviours related to the school values                  | Hot chocolate with a senior leader on a Friday.<br>Certificate given to child after celebration assemblies.   | Given out by head teacher.<br>Chosen by class teachers. |
| <b>Head teacher award</b>                                      | For consistently good behaviour around the school        | Headteacher to choose from each phase fortnightly   | Headteacher – award is posted home                      |
| <b>Individual class rewards<br/>E.g. Stickers, star of day</b> | Any of the above as decided by individual class teachers | Often at the end of the school day.<br>May be during the school day, as decided by individual class teachers. | Class teachers  |

Other rewards include:

- Awarding academic certificates – English, maths, 99 club
- Giving praise, both verbal and written
- Attendance rewards
- Sharing and making an example of good behaviour
- Positive feedback to parents

### School Values

The school's mission statement promotes **'Aspiration and Achievement, Together One and All.'**

All pupils are expected to know and work towards our school values. These are intrinsically linked to all behaviours both in lessons and around the school:

Be Kind  
 Be Enthusiastic  
 Be Responsible  
 Show Perseverance  
 Be Caring  
 Be Inspirational  
 Be Respectful

Our weekly celebration assemblies offer the opportunity to recognise and share good and outstanding behaviour and achievement through our stars of the week certificates. All children are members of a house team – Botallack, Geevor, Levant and Wheal Drea. They are awarded house points throughout the week for achievement and behaviour that demonstrates our values. These scores are totalled and shared in our celebration assemblies.

### Classroom Management

The class teacher or person in charge of the class should have high expectations of the children's behaviour at all times. In order to promote this the following need to be considered;

1. Arrangement of the Teaching and Learning Environment
  - a. When and how children enter the building and the room

- b. Clear routines and expectations of behaviour
2. Organisation of the Class
    - a. Seating arrangements
    - b. Access to materials
    - c. Visibility
    - d. Ease of movement
    - e. Work demands – e.g. does it match the child's ability
  3. The teacher has to model the standards of courtesy expected from the children
  4. There should be consistent use of positive reinforcement and praise.
  5. Making sparing but effective use of sanctions.

### **The Role of Teaching and Support Staff**

The responsibility for ensuring that our behaviour expectations are effective and consistently applied belongs to all members of the school community. This role extends throughout the school day (including the journeys to and from school) and covers any part of the school grounds and beyond.

Where children operate under different expectations of conduct, depending upon the time of day, classroom or member of staff in charge; this policy becomes ineffective and the ethos of our school is compromised.

Where any member of staff teaching or non-teaching considers that either the aims of this policy is being breached, they have a responsibility to address this in line with the appropriate range of sanctions set out below and with appropriate reference to the class teacher in charge if this takes place during lesson time. Similarly, where there is the opportunity to reward or praise positive behaviour all staff share the same responsibility to do so.

### **Managing and supporting positive behaviour during lessons**

#### Consequences framework

The school employs a number of strategies to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation. Whilst there is consistency across the school, the age of the children and their specific needs are always taken into consideration. A small number children may need additional support in the form of a tailored Individual Behaviour Support Plan.

#### **EYFS**

Verbal reminders/warnings are given and a short, clear discussion with the child to ensure they understand. If the child's behaviour continues to be inappropriate, they will spend 5 minutes on the 'thinking mat'. If the negative behaviour continues, the child will have up to 10 minutes timeout in another nearby KS1 Classroom

The child's teacher or TA will talk to them about their behaviour using reflective questions, referring to the Zones of Regulation

For more serious incidents (e.g. hitting, biting, swearing or repeated refusal to comply with instructions) the child will be spoken to by a member of the senior leadership team who will reinforce expectations, usually away from the classroom. A parent/carer may be contacted at this stage.

#### **Key Stage 1**

A child is given 3 warnings in the classroom if they are not following the school's behaviour policy.

If the behaviour continues, a child may have time out in their own classroom to reflect (e.g. using the Zones of Regulation)

If the behaviour continues further, the child will be go to a different KS1 classroom for up to 10 minutes time out. They will be taken and collected by a member of support staff.

When they return to the classroom, the child's teacher or TA will talk to them about their behaviour using reflective questions.

If the behaviour persists when they return, a member of SLT will be called for to attend and consider further measures to support the child in future, in conjunction with the class teacher.

For more serious incidents such as hitting, biting, swearing as an insult, or repeated refusal to comply with instructions, the child meets with a member of the senior leadership team who will reinforce expectations.

A parent/carer may be contacted at this stage.

All behaviour incidents are recorded on CPOMS.

Parents/Guardians are contacted if these behaviours continue.

If a teacher feels a child needs to miss part of an upcoming playtime, they must spend that time in their classroom with their class teacher wherever possible. This gives their teacher the opportunity to address the child's behaviour and guide them to avoid repeating it.

### **Key Stage 2**

Two initial warnings are given, together with a reminder of expectations. This can be recorded informally.

Upon a third warning, the child will have time out in own classroom.

If the negative behaviour continues the child has up to 10 minutes 'timeout' in another classroom.

If the negative behaviour continues further, this will be noted and they will miss all, or some, of their next break time. As in KS1, the child must spend that time in their classroom with their own class teacher wherever possible.

This gives their teacher the opportunity to address the child's behaviour and guide them to avoid repeating it.

For more serious incidents such as intentional physical harm to another child (pushing, hitting, kicking etc), serious verbal abuse or repeated refusal to comply with instructions, a member of SLT will be called. The child will then complete learning set by the class teacher with the SLT member in their office. SLT will talk to the child about expectations, including reflective questions, and the parent/guardian will be called.

SLT may consider further measures to support the child in future, in conjunction with the class teacher.

For a repeated pattern of more serious breaches of the school's behaviour policy, if the negative behaviour escalates, or a particular incident serious enough to warrant it, the next stage is an informal internal exclusion and parents/carers will be notified.

The final stages of escalation may result in a formal internal exclusion, whereupon a letter is issued to parents and, finally, a formal external exclusion or fixed term exclusion. More detailed information can be found in the Exclusions Policy.

Every child starts each new day with a fresh start.

The school does not tolerate bullying of any kind. Bullying is defined as 'repeated incidents of behaviour that negatively impact a child's physical or emotional welfare and which involve an imbalance of power in the relationship between the perpetrator and victim'. The meaning and consequences of bullying is taught to children as part of our PSHE curriculum and also through school assemblies. If we find evidence that bullying has taken place, we act immediately to stop any further occurrences of such behaviour. If a child is found to be bullying another child, the class teacher, together with a senior member of staff, will hold meetings with the parents/carers involved. At these meetings a course of action will be agreed and the teacher will closely monitor the situation to ensure that the bullying has ceased. We do everything in our power to ensure that all children attend school free from anxiety (please see our Anti-Bullying Policy for more details).

## **Managing and Supporting Positive Behaviour At Playtimes/Lunchtimes**

This is the 3 Stage adapted strategy we will use to manage unacceptable behaviour at Playtimes and Lunchtimes. Unacceptable behaviour constitutes any behaviour that does not adhere to our School Rules. Staff continue to ask the question “what is this behaviour trying to tell me?” as they assess the situation.

1. The child is given a verbal reminder of the **school rule** that they are not following and asked to ensure that their behaviour is acceptable.
2. Following a second incident, the child is asked to stand with an adult for 5 minutes. The child may not play with other children at this time.
3. Following a third incident or in the event of a severe behaviour (as outlined above) a member of Teaching Staff is asked to collect the child from the playground and the child misses the remainder of that playtime. The procedures from the main strategy should be followed by the Headteacher and Class Teacher as appropriate.

## **Supporting Positive Behaviour In Relation To Extremism And Radicalisation**

All members of staff have accessed Prevent Training, please refer to the Protecting children from Extremism and Radicalisation policy on the website.

## **Partnership With Parents**

Parents are expected to support their child’s learning, and to cooperate with the school including cases where sanctions are necessary. A supportive dialogue is established between home and school. Parents are invited to share in pupils’ positive behaviours through class seesaw and newsletters. This policy is available on our school website for reference at all times.

- If parents have any concerns about their child’s behaviour they should make an appointment to see the Class Teacher in the first instance.
- If the concern remains they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeals process can be implemented, following the School’s Complaints Procedure.

## **Persistent Poor Behaviour**

This behaviour policy is underpinned by the understanding that all behaviour is a communication of emotional need. In instances where a pupil is demonstrating consistently poor behaviour, or behaviour that is deteriorating over time, we believe it is important to consider a proactive approach. A range of approaches may be taken to support a pupil demonstrating poor behaviour. These may include but are not limited to:

- Involvement of parents/carers
- Development and implementation of an Individual Behaviour Plan
- Involvement of our trained Thrive/TiS practitioner
- Involvement of outside agencies, such as Dreadnought, Educational Psychologist, Behaviour Support Specialists.

## **Fixed Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Statutory guidance (Exclusions from maintained schools, academies and pupil referral units in England, September 2017, p10) states that a decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy;

And/or

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **Use Of Physical Intervention**

St Just School recognise that there may be times where physical intervention is required to ensure the safety of pupils or staff. This policy is guided by non-statutory guidance provided by Department for Education in the document 'Use of Reasonable Force: Advice for Headteacher's, Staff and Governing Bodies, 2013.'

This document should be referred to for further support. The following guidance is taken directly from the above named document: St Just School recognises that under Section 93 of the Education and Inspections Act 2006,

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.
- Where it is considered that a pupil may require physical intervention to be used as part of a behaviour management plan, this will be written into a Behaviour Support or SEN Support Plan.
- Where this is the case, staff will receive appropriate training, for example Team Teach/ Price Training.