St. Andrew's CEVA Primary School
Relationships & Behaviour Policy

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APPROVED:	Governor Safeguarding Committee 11/10/23
SIGNED:	
TO BE REVIEWED:	*JUNE 2024*

St. Andrew's Church of England Primary School is committed to providing a thriving Christian environment through the *I ASPIRE* values. These reflect the Christian ethos of our school and ensure that everyone feels safe, valued and supported so that all individuals can reach their highest goals and are encouraged to engage in lifelong learning. Our vision statement *"With God all things are possible"* (Matthew 19:26) is at the core of our values and is used to inspire everyone to be open to all possibilities and have a positive attitude and outlook to life. Spiritual, moral and emotional development are central to the life of our school and this will be reinforced in the School's Relationships and Behaviour policy where appropriate.

St. Andrew's CEVA Values: *I ASPIRE*

At St. Andrew's we have seven values we expect all children and staff to display through their daily conduct. These are as follows:

I – Independence

A - Ambition
S –Self-control
P –Perseverance
I – Integrity
R –Responsibility
E - Empathy

We use our *I ASPIRE* values to promote healthy relationships and appropriate behaviour.

1. Policy Statement

St. Andrew's CEVA Primary School is committed to creating an environment where exemplary relationships lead to exemplary behaviour and is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The Governing Body and staff at St.

Relationships and Behaviour Policy

Andrew's CEVA Primary School believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive relationships and behaviour need to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged and supported. Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community. Our Relationships and Behaviour policy guides staff to teach self-control and to support children to self-regulate. It echoes our vision, school aims and values.

Our Relationships and Behaviour policy complies with section 89 of the Education and Inspectors Act 2006. https://www.legislation.gov.uk/ukpga/2006/40/section/89

2. Aims

It is our aim to provide a caring environment where every child feels safe, seen, heard, soothed and secure and, as a result, is able to reach their full potential. We aim to:

• foster excellent relationships between all members of our St. Andrew's community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
• ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
• ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
• help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
• use restorative approaches.
• build a community which values and models kindness, good humour, tolerance and empathy for others.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

• recognise relationships and behavioural norms;
• positively reinforces relationships and behavioural norms;
• promote self-esteem and self-discipline;
• teach appropriate relationships and behaviour through positive interventions.

4. Fundamental principles

All members of our school community have the right to:

• feel secure and safe;
• feel happy and be treated with kindness and understanding;
• be treated fairly and consistently;
• be listened to (at an appropriate time);
• be treated with respect and politeness;

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• be treated with empathy.

The fundamental principles which underpin our Relationships and Behaviour policy are:

• unconditional positive regard for all pupils;
• a no shouting policy;
• a focus on choice: we refer to good choices which lead to positive outcomes and choices which are poor which do not.

4.1 The main reasons for using a language of choice are:

• Self-management of behaviour and reflection on behaviour choices made, i.e. there are always different behavioural options.
• Recognising, acknowledging and rewarding pupils for their positive choices and for demonstrating any of the *I ASPIRE* values.
• Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
• Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
• Using mindfulness activities in class to create a positive climate for learning and to create more awareness of how to self-regulate.
• Encouraging pupils to be proud of their school.
• Using 'Circle Time' activities as appropriate to teach children what positive learning behaviours look like and to discuss how to deal with certain situations.
• Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

5. Consistency of approach

In implementing this Relationships and Behaviour policy, St. Andrew's CEVA Primary School acknowledges the need for consistency.

• Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour;
• Consistent **follow up**: ensuring "certainty" at the classroom and Senior management level with teachers taking responsibility for behaviour interventions, seeking support but never delegating;
• Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating;
• Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours;
• Consistent **expectations**: referencing and promoting appropriate behaviour;
• Consistent **respect from the adults**: even in the face of disrespectful learners;
• Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning;
• Consistently **reinforced rituals and routines** for behaviour around the site: in classrooms, around the site and at the school reception;
• Consistent **environment code of conduct** evident of our values.

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"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." **Paul Dix**

The aims of this policy will be met by everyone observing our I *ASPIRE* values.

By displaying behaviours linked to the *I ASPIRE* values, we will create a safe and positive learning environment which leads to a culture of excellence and success.

5.1 All staff every day will:

• Meet and greet children at the classroom door.
• Model and refer to the *I ASPIRE* values and behaviours they expect to see.
• Model positive behaviours and build positive relationships.
• Plan and support lessons that engage, challenge and meet the needs of all learners.
• Use a visible recognition mechanism throughout the school (a positive recognition board will be used in every classroom).
• Be calm and "give take up time" when going through the steps, prevent before sanctions.
• Follow up every time, retain ownership and engage in reflective dialogue with learners using the restorative approach.
• Record all incidents on Edukey.
• Never ignore or walk past learners who are making / displaying poor behaviour choices (unless another member of staff is dealing with it).
• Recognise and praise positive behaviour.

5.2 Senior Teachers (UPS) will:

• Meet and greet learners at the beginning of the day.
• Be a visible presence to encourage appropriate conduct.
• Support staff in returning learners to learning by supporting staff in conversations.
• Regularly celebrate staff and learners whose efforts go above and beyond expectations.
• Encourage use of house points (Dojos), *I ASPIRE* stickers and positive phone calls.

Senior teachers are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners.

5.3 Senior leaders will:

• Meet and greet learners at the beginning of the day.
• Be a visible presence across the school, especially at transition times.
• Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
• Regularly share good practice.
• Support staff in managing learners with more complex or entrenched negative behaviours.
• Use behaviour data to target and assess school wide behaviour policy and practice.
• Regularly review provision for learners who fall beyond the range of written policies.

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5.4 Pupils will show:
• Independence • Ambition • Self-control • Perseverance • Integrity • Responsibility • Empathy

5.5 Parents / Carers will:

• Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
• Foster good relationships with the school and support the school in the implementation of this policy.
• Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

6. Recognition and rewards for effort

We recognise and reward learners who go "over and above" our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

6.1 Classroom level

• Praise for choice.
• On to class recognition board.
• House points (Dojos). Daily Dojo awarded for each learner displaying positive relationships and behaviours all day. Two Dojos awarded for 7 reads in a week; one for 5 reads over a week. Staff can reward additional Dojos to children displaying behaviours and learning above and beyond expectations.
• *I ASPIRE* stickers.
• Mention/ phone call to parents (at least one child a week for going above and beyond).
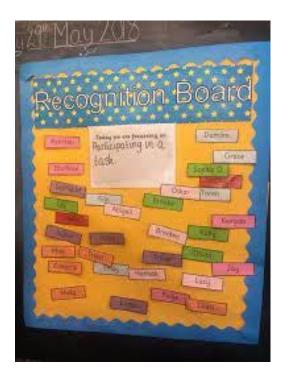
6.2 Whole School level

• *I ASPIRE* certificates (Each teacher/class chooses a child every week to receive a certificate in the *I ASPIRE* celebration. Parents/ carers are invited.)
• Dinner Time Diamonds certificates (Each week, lunchtime supervisors choose a child from each year group at their discretion to receive a certificate and name to go on the Dinner Time Diamond display board in the hall).
• Golden Tokens and certificate to be given out each half term (each teacher nominates 1 child). Children to have hot chocolate with a member of SLT and their certificate to be displayed on the 'Hall of Fame' and name in the School's Newsletter to parents.
• House reward to the children of the house which earns the most house points (Dojos) each term. Children to choose the reward (e.g. mufti, extra playtime, etc.).
• Certificates and prizes for personally reaching milestone house points (Dojos) of 100 (Bronze), 200 (Silver), 300 (Gold) and 400 (Platinum).
• *I ASPIRE* post cards sent home for achieving milestone house points (Dojos).

7. Managing Daily Behaviour in the classroom - Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does." **Paul Dix**

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Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include "One voice" for classes who constantly talk over each other, "speak politely" to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours such as "accurate peer feedback", "persuasive language" or "show working".

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session /day (depending on context), the aim is for everyone to have their name on the board.

7.1 Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.

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8. When everyone's name is on the board, a collective "whoop" is appropriate. Large rewards are not necessary.
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

7.2 Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. **Staff should always and consistently in every lesson be praising the behaviour they want to see.**

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

8. Stages of behaviour

Stage 1 - Redirection
Positive reinforcement of other children around them, e.g. *"X, thank you for sitting so beautifully."*   A visual cue to the child that you want them to make a good choice, this could include   • a 'look';   • a visual point to what you expect.
Stage 2 - Reminder
A reminder of the ***I ASPIRE*** expectations, delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing (give take up time).   If appropriate, make links with the zones of regulation.   Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3 - Warning
If the behaviour persists: A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.   Scripted approaches at this stage are encouraged (see appendix).   If appropriate, make links with the zones of regulation.   Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 4 - Consequence
If the behaviour still persists: • The learner is asked to speak to the teacher away from the others.   • Boundaries are reset – child is informed they will miss part of their playtime.

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• Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.
• Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3-5mins in general should be enough.)

❖ Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place.
❖ If a child misses part of their playtime, the adult is responsible for logging the incident on Edukey – under behaviour category.
❖ Class teacher to inform parent at the end of the day.

Stage 5a Internal referral

If the behaviour escalates / child refuses to move to time out then a Senior Teacher/ member of SLT will become involved.

i) If the step above is unsuccessful, or if a learner refuses to take a time out then the learner will be asked to leave the room and go to their **parallel partner class** to complete their work.
ii) If the step above is unsuccessful, or if a learner refuses to take a time out with their parallel partner class, then a learner will be asked to leave the room and go to a **Senior Teacher.**
iii) If the step above is unsuccessful, or if a learner refuses to take a time out with a Senior Teacher, then the learner will be asked to leave the room and go to a **member of SLT**.

If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior teacher or leader in the Learning Hub. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.
❖ Staff are to log incident on Edukey – under behaviour category. Adult who dealt with the initial stages of behaviour will start the Edukey log. Then other members of staff involved (Senior Teacher/ SLT) will add to the Edukey incident.
❖ Class teacher to inform parent at the end of the day.

Stage 5b – Non-negotiable behaviours

If a child displays a non-negotiable behaviour, they will automatically spend lunchtime with a Senior Teacher/ SLT in the Learning Hub.
No warnings need to be given for this consequence.
Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the deputy in her absence.

• Sexist / racist / homophobic comment
• Swearing
• Physical aggression towards a peer/ adult
• Verbal aggression towards a peer/ adult
• Rudeness towards an adult
• Deliberate damage to school property

❖ The member of staff who first dealt with this incident is required to log the incident on Edukey. Then other members of staff (Senior Teacher/ SLT) will add to the Edukey incident.
❖ Class teacher to inform parent at the end of the day.

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Stage 6 – Violent behaviours
The following non-negotiable behaviour may result in a fixed term or permanent exclusion: • Physical aggression towards an adult/ child • Repeated patterns of aggressive behaviour towards an adult/ child • Deliberate and destructive behaviour ❖ The member of staff who first dealt with this incident is required to log the incident on Edukey. Then other members of staff (Senior Teacher/ SLT) will add to the Edukey incident. ❖ Member of SLT to inform parent of a fixed term or permanent exclusion and add this to the school's log of exclusions (internal and external). External exclusions to be reported to the Local Authority.

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

8.1 Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, lunchtime staff will consistently 'catch children being good' and share this with them. Lunchtime staff are encouraged to hand out *I ASPIRE* stickers to reinforce this message and will identify a child from each year group each week to be awarded a 'Dinner Time Diamond' certificate.

Behaviour incidents should be managed at lunchtime in line with the policy. Children who are displaying poor behaviour choices should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty.

8.2 Restorative conversations

As part of our approaches to managing behaviour, adults should hold a restorative conversation with any child who reaches stage 5. This conversation will normally take place during lunch time duty. Sometimes it may include other adults / children.

Staff will have a script for the restorative conversation that they feel comfortable with. Staff will choose the appropriate questions from below and address each together, recording responses onto Edukey.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

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8.3 Pastoral Support Programme (PSP)

If behaviour is consistently poor as indicated on Edukey or becomes a cause for concern, parents will be informed and invited in to work with the school. A formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks and then reviewed. This will be known as the child being placed on a PSP. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

8.4 Exclusions

For very serious offences, the Headteacher will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. **Exclusion is always a very last resort.**

9. Getting the Basics Right- Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff:

At the start of the day	Meet and Greet- children should be welcomed into school and into the classroom. This includes SLT/ DSLs being visible in the playground and staff standing at their classroom door.
On arrival	Children walk calmly straight to their classroom, put their belongings away and start the early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and silently in the corridors.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / school. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Once the children have their belongings, they can work calmly on their end of day activity before being dismissed. Adults say goodbye to children who leave positively through 'End and Send'- similar to 'Meet and Greet', but sometimes with a question from the adult, for example – *something you are grateful for today? Someone who has helped you today?* Visible presence by SLT/ DSLs.

10. The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

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If sanctions are deemed necessary, they will be applied in line with the Relationships and Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

11. Searching pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers (to include vapes)
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

12. Positive Handling

St. Andrew's CEVA Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013).

Any force used should always be the minimum needed to achieve the desired result. Key staff at St. Andrew's CEVA Primary School have had the appropriate Team Teach training to use positive handing, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log entered into the 'Bound and Numbered Book' and on Edukey. Parents will be informed of any incident where force or restraint has been used on their child.

13. Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause

them to run into further danger, but will observe from a distance and keep in contact with the school via school mobile phones.

If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

14. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

• Reasonable adjustments for pupils will be recorded on an individual behaviour plan or a SEN one page pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies, e.g. Educational Psychologist, behaviour consultant, social services or CAMHS.
• A reduced timetable may be put in place in line with guidance from the local authority. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
• A risk assessment based on prior behaviours may result in the pupils being restricted from some activities, e.g. attending school trips, but only if the behaviour is dangerous.

15. Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND, their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the Zones of Regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's ILP- Individual Learning Plan. Teachers need to use lLPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their one

page profile which will be monitored by the Inclusion Leader. A child's triggers for negative behaviour need to be on their one page profile so that everyone can be aware of these. Teachers who are preparing their classes to be covered by someone else must ensure ILPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent.

Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma. Behaviours that children with SEND might exhibit to try and communicate with you:

• work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
• focussing their attention on the adults- following and asking repeated questions this might be for more reassurance that they doing the right thing or that they are liked.
• calling out- this might be so they feel noticed and to also feel reassured.

16. Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

• Contact the child's teacher – either via email to enquires@standrewsceva.uk or call the school office.
• Arrange an appointment with the teacher/ Senior Teacher.
• Arrange an appointment to see a member of SLT.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should follow the procedures set out in the school's complaints policy.

17. Accountability

It is the responsibility of the Head Teacher to:

• Provide a framework for consistent relationships and behaviour monitoring in school.
• Ensure that all staff are following the policy and review the policy accordingly.
• Provide new staff with appropriate training to enable them to effectively follow the policy.
• Issue fixed-term and/or permanent exclusions to individual pupils.

18. Governors

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-to-day responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

19. Is the policy working?

With all of the above reward systems, we need to constantly evaluate:

• Is this policy manageable to implement ensuring consistency across the whole school?

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• Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
• Are pupils developing the behaviours for learning?
• Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
• Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
• Do children actively use their school values to make positive choices rather than just use them to reflect on behaviours after negative choices?

20. Related policies
• Safeguarding
• Home School Agreement
• Anti-bullying,
• DfE guidance – Beyond the School gate
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach ment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf
• DfE guidance – Searching, screening and confiscation
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment _data/file/674416/Searching_screening_and_confiscation.pdf
• DfE Statutory Guidance - Exclusion https://www.gov.uk/government/publications/school-exclusion
• DfE Statutory Guidance – Reasonable Force
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

21. Appendix - Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:

I noticed you chose to…. (noticed behaviour).
This is a reminder that we need to be (I ASPIRE value).
You now have the chance to make a better choice.
Thank you for listening.

Warning:

I noticed you chose to…… (noticed behaviour)
This is the _____time I have spoken to you.
If you choose to break the rules again you will move to the table at the back/outside. This will also mean you will miss some of your playtime.
(Learner's name), do you remember when_____ (model of previous good behaviour)?
That is the behaviour I expect from you. Think carefully, I know that you can make good choices.
Thank you for listening.

Consequence/ calming time:

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I noticed you are still choosing to …….. (noticed behaviour)
You need to go to sit at the table at the back/ to class X I will come and speak to you in three minutes.

If need-be – request support of a Senior Teacher/ SLT

Amendments

Date	Change	Actioned By
June 2023	Policy name change from 'Behaviour Policy' to 'Relationships and Behaviour Policy'. Whole policy reviewed and changed to include the restorative approach and to be attachment/trauma aware.	MD
May 2022	Change of HT from HT's and name change	VG
23/05/22	Removal of Covid-19 Behaviour amendment Removal of Covid-19 behaviour letters	SG
24/05/22	• Areas amended to more strongly reference our Christian values in the managing of Behaviour • Letters to parents reviewed	VG
08/06/22	• Covid-19 pandemic reference changed for a generic reference a pandemic.	SG

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