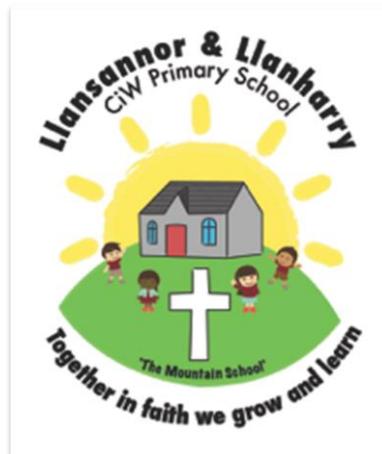


Llansannor & Llanharry C/W Primary School



Pupil Behaviour and Relationship Policy



“Together in faith we grow and learn”

DOCUMENT INFORMATION			
Created by :	Mrs S. Prosser	Reviewed by :	Full Governing Body
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Chair of Governors :	Signed electronically by Mr P Whiting 		
Headteacher :	Signed electronically by Mrs S Prosser 		

Our Vision

Guided by our Christian values, we strive to promote a nurturing learning environment that values difference and enables all pupils to become happy and independent life-long learners.

Our Ethos

Together in faith we grow and learn

Our Mission / School Aims

- To create a respectful community promoting compassion towards others.
- To nurture lasting friendships based on truth and trust.
- To encourage responsibility and foster positive attitudes.
- To strive for excellence in teaching and learning within all aspects of school life.
- To develop creative and independent thinkers who are happy and successful in an ever-changing world.

Behaviour and Relationship Policy

1. General Principles

The development of positive social, emotional and learning behaviours, alongside the key messages of the Christian faith, sit at the heart of this Behaviour and Relationship Policy.

'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ'
Duckworth and Seligman 2005

'School based programmes of social and emotional learning has the potential to help young people acquire the skills they need to make good academic progress.' **British Educational Research Journal 2013**

We are proud to be working towards our Trauma Informed School (TIS) Status. This means that we aim to ensure TiS approaches sit at the core of our whole school ethos and across our whole setting (*please refer to information on TIS at the end of the policy*). This behaviour and relationship policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Llansannor is a Values School and through our Christian values-based education, we create a positive culture for teaching and learning which is based upon valuing ourselves, each other and the environment. This provides a solid foundation and enables our children to make informed choices by reflecting, thinking and understanding. It also gives all members of the school community a common vocabulary, which we all understand, helping us to deal with behavioural and emotional issues in a positive and supportive manner.

2. Our Core Aims

- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values, through our Christian Faith, are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It also supports the LEA policy which aims to promote an environment in which everyone feels happy, safe and secure.
- To ensure the school works towards understanding behaviour rather than just managing it.
- To educate every member of the school community to have respect towards each other.
- To treat all children fairly and apply this behaviour policy in a consistent way whilst acknowledging individual needs.
- To reward good behaviour, as we believe this will develop an ethos of kindness and cooperation. This policy is designed to teach appropriate behaviour, rather than merely deter inappropriate behaviour.
- To enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

3. Our approaches to developing positive behaviours

We have high expectations of behaviour and recognise that:

- pupils need to know explicitly what behaviour is expected in different circumstances;
- adults need to be observant, open and inclusive, act as excellent role models, particularly in how respect is shown, and co-regulators as needed;
- high quality, differentiated education involves pupils, builds on success, ensures progression, involves and informs parents;
- programmes of PSHE, (Personal, Social, Health Education) and cross curricular activities are used to provide rich opportunities which are part of all areas of school life and learning;
- children should be encouraged to manage their feelings and separate feelings and actions in order to enable thinking to take place between the two;
- we need to enable children to take responsibility for themselves and their actions in age appropriate ways;
- reflecting on incidents (where behaviour choices are against our agreed expectations) are a valuable opportunity for learning, both for pupils involved and for adults planning next steps;
- where need is identified, structured, tailored, group and individual programmes and creative activities alongside outdoor learning, should be incorporated into the school day;
- individuals with special needs must be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all;
- varying groups and working with different members of our school community can successfully build tolerance and inclusion;
- supporting pupils appropriately may require adults to develop and employ new skills and/or strategies;
- the consequences for appropriate and inappropriate behaviour choices need to be agreed and known to all involved;
- our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities must be revisited regularly and be based on individual need

Our policy aims to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning. *(Please also refer to the school's Anti-Bullying Policy)*

4. Rewards and consequences

We praise and reward children for personal achievements in behaviour in a variety of ways:

- Teachers will have different approaches to rewards, but all classes will have a form of reward system within their classroom which could include jars of strengths, friendship books, celebration sheets, pasta jars, raffle tickets etc.
- Teachers congratulate children (publicly and privately)
- Verbal feedback / praise
- Non-verbal feedback e.g. thumbs up gesture, smile, pat on shoulder
- Headteacher awards
- Stickers and certificates
- Good news postcards
- Share good choices with other adults for positive reinforcement

Within our positive approaches, we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others. When a child is displaying

inappropriate behaviours, we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also.

Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that by holding consistent boundaries, our school feels calm and safe. When this happens, we will sanction the behaviour and not the child using our 'It's good to be green' system.

- Every pupil will begin the day on a green card with the expectation that they will remain there by making positive behaviour choices.
- If a behaviour is displayed that is inappropriate, then the card will be changed to a yellow and a 'think' mindset encouraged. Pupils will be encouraged to reflect on the behaviour and how it impacts on themselves and others. Pupils will be given every opportunity to return to green and will be encouraged to do so.
- If behaviour continues to impact others, then the pupil's card will be moved to red. When this occurs pupils will be given time to discuss their behaviour with an adult who will spend time with them and discuss any underlying issues that may be triggering choices. Where a need has been identified, the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult, encourages you to help them through their distress."

The Gottman Institute

5. Statutory Authority

Section 91 of the **Education and Inspections Act 2006** introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. The Act gives school staff a clear statutory authority for disciplining pupils:

- whose behaviour is unacceptable
- who break school rules
- who fail to follow a reasonable instruction

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.

6. Physical Intervention and Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 041/2010, Safe and effective intervention – use of reasonable force and searching for weapons. This relates to section 93 of the Education and Inspections Act 2006, which enables school staff to use such force as, is reasonable in the circumstances to prevent a pupil from:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The actions that our teachers take at Llansannor are in line with government and authority guidelines on the 'physical intervention and restraint of children' (*refer to school Physical Intervention Policy*).

The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

7. The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998 and the **Education and Inspections Act 2006** to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving 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.

8. The role of parents

School staff work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We also expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

9. The role of 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.

10. Fixed-term and permanent exclusions

Exclusions may take place:

- in response to serious breaches of the school's discipline policy;
- once the range of alternative strategies have been tried and failed;
- if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school;

In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004.

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one

school year. The headteacher may also exclude a pupil 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 pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA 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 pupil 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 in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

11. Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy, if necessary, making recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour; minor incidents are recorded by the class teacher, whilst the headteacher records incidents where a child is sent to him/her on account of bad behaviour.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Notes:

Trauma Informed Schools (TiS)

- TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.
- Knowledge of social and emotional learning supports the school in planning relevant experiences, activities and opportunities. It reinforces our understanding that learning happens across the whole day, especially during break times, where less structured interactions enable pupils to develop and apply key skills, vital for healthy development.
- We recognise it is important for adults to understand where a child is in terms of their mental and emotional health and the TiS approach supports staff in how to differentiate their relationship with children in order to successfully support their development.

- Learning to be skillful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.
- Life events can introduce episodes, which become interruptions to some children's development. The TiS programme supports adults in creating a differentiated provision in response to need, with effective reparative strategies being part of systematic actions.
- With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

Reviewed: January 2020

Appendix A : Agreed Rules. January 2020

All staff will follow the agreed rules of expected behaviour. Rules will be displayed in all classrooms, communal areas and on the playground. When expected behaviour is not shown, the appropriate sanction will be enforced.

Golden Rules

1. We are gentle
2. We listen
3. We are honest
4. We are caring
5. We look after property
6. We always do our best.

Playground Rules

1. We are gentle when we play
2. We are caring and helpful towards others
3. We are honest and keep to the rules of the game
4. We respect everyone's games
5. We keep the playground safety rules

Dining Hall Rules

1. We line up calmly
2. We walk carefully through the hall
3. We speak quietly to those around us
4. We clear up after ourselves
5. We are polite to everyone
6. We use good table manners