

Relationships and Behaviour Policy



GILES BROOK SCHOOL

Written by:	Angie Bailey	Date: 01/03/2019
Last reviewed on:	01/03/2019	Policy Number: S22
Next review due by:	01/03/2020	

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This policy has been written in conjunction with keeping children safe in Education (2016 - with a particular focus on Appendix C) Giles Brook child protection policy and safeguarding procedures.

Relationships and Behaviour Policy

1. Governing Body statement of principles

Giles Brook Primary School is committed to promoting respect, fairness and social inclusion. These are the principles underlying our behaviour policy. Our overriding aim is to provide a happy, secure, calm and welcoming environment which promotes self-discipline, mutual respect and self-esteem. We believe it is essential to encourage and praise good behaviour; promoting a value system for future lives. We aim to promote a school environment where children are treated as individuals and have the best opportunities to learn and develop both academically and socially. We want our children to feel confident and know how to make good choices so that all members of our school are able to work together in a purposeful, supportive and considerate manner. We believe children should be very clear about the type of behaviour expected of them. They should learn to accept responsibility for their own behaviour and have the confidence to challenge/report any behaviour which is perceived to be inappropriate. A school code of practice outlines clear expectations, rewards and sanctions - these will be applied with consistency and fairness.

2. Aims and Objectives

2.1 Our overriding aim must be to provide a happy, secure, calm and welcoming environment for all children and staff.

2.2 Our school is a community and we recognise that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. The relationships which develop will provide opportunities for children to be honest, tolerant, trustworthy and caring towards others. We will promote self-discipline, mutual respect and self-esteem and encourage and praise positive behaviour.

2.3 A high standard of social behaviour is expected at all times. We will promote a school environment where the children are treated as individuals and are taught to respect one another. Children will understand the difference between unacceptable behaviour and bullying by knowing the definition of bullying as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)

We will not tolerate bullying or harassment and any incident identified as bullying will be followed up immediately in accordance with our bullying policy.

2.4 Our aims for behaviour are that all children will:

- be tolerant and understanding, giving full consideration to the rights, responsibilities and property of others
- develop resilience and a responsible attitude towards their own learning and towards the development of their roles in school and in the wider community
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation, technical and sporting excellence and spiritual awareness
- take pride and a responsible interest in caring for their environment both at school and in the wider world

2.5 Objectives

- To build communities in classes, year groups, phases and across school through circle time sessions, check-ins and value based assemblies.
- To teach children about feelings and emotions; and how these can be affected by the behaviour of others.
- To provide children with the skills to rebuild relationships after conflict has occurred.
- To provide targeted support for those children who find it difficult to behave in the way

that is expected at Giles Brook School.

- To maximise effective teaching and learning through the establishment of a purposeful working atmosphere.

2.6 The key points of our school behaviour code emphasise positive expectations:

- Treat other people as you would like to be treated yourself
- Be polite, honest and helpful
- Listen carefully to other people
- Help to keep our school and grounds tidy
- Move quietly around school and respect other people
- Behave sensibly, be happy and enjoy our school
- Have fun and always do your best

We encourage the children to think about the following three words

Ready, Respectful and Safe

Ready: *Ready for learning, ready to listen, ready to do their best etc.*

Respectful: *Showing respect to their peers, to adults, to their environment, to themselves.*

Safe: *Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.*

3. Restorative Approaches

3.1 Giles Brook's focus on teaching and learning is underpinned by a behaviour policy which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning. Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

3.2 The process is based on 4 key questions:

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

3.3 In the Giles Brook community, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative processes do not shy away from applying sanctions, such as loss of privileges, but focus on the need to take responsibility for finding a constructive way forward for all concerned. The impact of this approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

The behaviour policy is supported by reward systems which are valued by the pupils and celebrated in weekly assemblies.

4. Rewards

4.1 Rewards are used regularly throughout school and can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement. This will:

- Raise self-esteem
- Create a supportive culture
- Enable children to appreciate their strengths

- Enable children to recognise the success of others

4.2 We reward positive behaviour in many different ways through:

- ✓ A quiet word, smile, acknowledgement, thumbs up etc
- ✓ Written comments on pupil's work
- ✓ Appreciation of children's contributions
- ✓ The giving of additional responsibilities
- ✓ Stickers in books, on effort charts, on jumpers etc
- ✓ Praise in front of class group giving reason for praise
- ✓ Wall displays that value a child's best efforts
- ✓ Visiting another member of staff, phase leader, Head teacher
- ✓ Informal comments, a short note home from teacher to parent informing them of good work, positive attitudes or behaviour etc
- ✓ Opportunities for self- evaluation and recognition of achievement
- ✓ House points
- ✓ Superstar Awards
- ✓ Certificates for special achievements
- ✓ Celebration assemblies
- ✓ Phone calls home

5. Consequences

5.1 Staff must be fair and be seen to be fair. Any behaviour incidents which are of concern should be recorded on CPOMs (Child Protection Online Monitoring system). The following series of measures should be considered to ensure that all staff are consistent.

5.2 If a pupil does not behave in an appropriate way, the following options can be used:

- Calling the child's name and giving a disapproving look
- Quiet chat to describe the exact behaviour that is undesirable
- Encourage children to independently move away from disruptive peers
- More strongly worded reprimand
- Moving away from friends
- Removal of a privilege e.g. the first five minutes of playtime
- Repeated/consistent difficulties with behaviour must be shared with parents and head or deputy and appropriate shared strategies to be agreed e.g. daily exchange of information either orally or through the home to school reading record book.
- Exceptional circumstances might demand reference to the SEN co-ordinator or more formal procedures, as detailed in our school SEND policy.

5.3 Rewards and sanctions specific to each phase are shared with children (see appendices)

6. Further concerns and action

6.1 When teachers have concerns that pupil behaviour is deteriorating it is essential that parents are contacted to ensure home and school are working together to resolve the problem. Initial meetings with parents should be regarded as informal and noted on CPOMs.

6.2 If however, poor behaviour continues and further meetings are necessary then these should be regarded as more formal. Notes should be taken of the meeting and recorded on CPOMs. These will identify the poor behaviour and the steps staff and parents are taking to rectify it. When a pattern of poor behaviour is emerging on CPOMs this information may be used later if the situation deteriorates and evidence is needed.

6.3 If all strategies have failed to succeed then:

- Pupils will be put on a personalised individual target sheet and parents will be informed at the end of each day by the class teacher.
- If behaviour continues to need greater support, a personalised behaviour target card will be put in place involving parents and senior leaders.
- If these strategies are not working and there is a danger of pupil exclusion then the class teacher and teacher in charge of behaviour will seek guidance and support from relevant agencies. At such consultation a risk reduction plan may be produced to target the inappropriate behaviour. Parents will be involved and it will be agreed how often this will be reviewed.

6.4 An appropriate account will be taken of pupils with special needs and abilities and differentiated behaviour management systems implemented for pupils who have disabilities or issues. All relevant staff will be made aware of how the needs of these children should be met and how their behaviour management is differentiated.

7. Expectations

7.1 The class teacher discusses the school expectations with each class at the start of each academic year and revisits when necessary. In addition to the school expectations, each class also has its own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time or check-ins.

8. Promoting positive behaviour in the classroom.

8.1 Effective teaching can help to support the promotion of positive behaviour. By effective teaching we mean that lessons are well planned, differentiated for ability and learning styles, use activities that are engaging and challenging, include assessment for learning opportunities and are delivered with pace and enthusiasm. Teaching methods encourage interest and active participation for all, within a challenging and supportive environment. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others.

8.2 Generous use of praise is used to encourage expected behaviour as well as a positive approach to learning. Wherever possible transgressions should be dealt with discretely to maintain the focus on positive behaviour in school. Assertive teaching styles and good relationships are essential in establishing a positive ethos in the classroom, teachers are consistent and respectful in their interactions. When actions have caused harm and consequences have been applied the teacher quickly repairs and rebuilds relationships.

8.3 The most important single factor in promoting positive behaviour is the relationship that exists between the member of staff and each individual child. Every child should feel liked and valued by the staff at our school. Being told off quietly by someone they really like is far more effective than if the child feels nothing for the adult admonishing them.

9 Role of all Staff

9.1 All staff have an important responsibility to model high standards of behaviour when dealing with children and with each other, as their example has an important influence on the children.

9.2 All staff should:

- follow the guidance and procedures detailed in this policy;
- lead by example;
- be consistent in dealing with pupils, regardless of age, gender, race, ability and disability;

- promote the aims and values of the school;
- have high expectations of pupils;
- treat all children with respect, understanding and care;
- communicate effectively with other staff regarding behaviour issues;
- avoid shouting, sarcasm and humiliation;
- reward positive behaviour and attitudes.

10. The role of the class teacher/teaching assistant

10.1 It is the responsibility of class teachers to ensure that the school expectations are promoted in their classes, and that their classes behave in a responsible manner during lesson time.

10.2 It is the responsibility of class teachers to ensure that school procedures are followed in line with this policy.

10.3 Teaching assistants play a valuable role in supporting and maintaining expected behaviour in the classroom, group rooms and when moving around the school. They should deal with any issues with behaviour as it arises and praise for positive behaviours where credit is due. Incidents of misbehaviour when working with children should be reported to the class teacher.

11. The Role of Lunchtime Supervisors

11.1 Lunchtime Supervisors have an important role in supporting and maintaining good order in the playground at lunchtime and in the dinner hall. They should report all incidents of misbehaviour to the class teacher and are encouraged to reward children for politeness and positive behaviour with stickers and may give special certificates when appropriate.

11.2 They will play a role in determining appropriate rewards and sanctions to be used during lunchtimes and monitoring behaviour at lunchtimes.

12 The role of the head teacher

12.1 It is the responsibility of the head teacher, to implement this consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all adults and children in the school.

12.2 The head teacher facilitates appropriate liaisons 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 LA behaviour support service.

13. The role of parents

13.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

13.2 We include a copy of the school expectations in the school brochure, and we expect parents to read them and support us.

13.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. 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. Parents will let school know of any issues or concerns which might affect their child's work or well-being in school.

13.4 If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher in the first instance and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

13.5 We ask parents to use discretion when discussing issues or concerns in front of their child as these may have a negative effect on their outlook. This also includes the use of social media to air concerns relating to school and staff.

14 The role of children

14.1 To follow reasonable instruction by all school staff

14.2 To meet school expectations

14.3 To act as positive ambassadors for the school when off site

14.4 To show respect to school staff, peers, school property and the school environment

14.5 To cooperate with any arrangements put in place to support their behaviour

15 The role of governors

15.1 The governing board has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

15.2 The head teacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

15.3 Governors have a legal duty, alongside the head teacher, to ensure the safety of pupils in their care – this includes responsibilities for addressing any bullying concerns.

16 Monitoring and review

16.1 The school records and monitors incidents of misbehaviour on the CPOMs system.

16.2 The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.





16.3 It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

16.4 The governing board reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The appendices which follow highlight the expectations within each Key Phase.

Behaviour in the Early Years

In the Early Years we are teaching and supporting the early development and understanding of these skills. Therefore yellow behaviour and consequences are for consistent wrong choices and after a child has demonstrated an understanding of our expectations and boundaries.

 <p>All names start on green every morning, after break and lunch.</p>	 <p>One warning, explaining expected behaviour, then name moves from green to yellow.</p>	 <p>One warning, explaining expected behaviour, then name moves from yellow to orange.</p>	 <p>One warning, explaining expected behaviour, then name moves from orange to red.</p>
Green Behaviour	Yellow Behaviour- consistent behaviours as detailed	Orange Behaviour	Red Behaviour
<ul style="list-style-type: none"> We are always kind, friendly and caring to others in what we say. <p>'We use kind words.'</p>	<ul style="list-style-type: none"> Calling out Talking at the same time as others Silly noises Using silly words Being rude to other people Calling people names Making fun of other people 	<ul style="list-style-type: none"> Continued yellow behaviour Not listening to a grown up 	<ul style="list-style-type: none"> Continued orange behaviour Will not follow instructions from <u>any</u> grown up
<ul style="list-style-type: none"> We are always kind, friendly and caring to others in how we act. <p>'We use kind hands and feet.'</p>	<ul style="list-style-type: none"> Pushing Pinching Poking others Throwing objects Deliberately ignoring others 	<ul style="list-style-type: none"> Continued yellow behaviour 	<ul style="list-style-type: none"> Continued orange behaviour
<ul style="list-style-type: none"> We always have a growth mindset and put in 100% effort and concentration into all our learning. <p>'We try our best and have a growth mindset.'</p>	<ul style="list-style-type: none"> Calling out/interrupting in class Talking at the same time as others Fiddling Stopping others from concentrating 	<ul style="list-style-type: none"> Continued yellow behaviour Preventing others from learning (more serious) 	<ul style="list-style-type: none"> Continued orange behaviour Will <u>knowingly decide</u> not to start or finish work

<ul style="list-style-type: none"> We always move around the school quietly in a polite, composed and safe manner. <p>'We walk around school quietly'</p>	<ul style="list-style-type: none"> Running or shouting in the corridor on several occasions 	<ul style="list-style-type: none"> Continued yellow behaviour Leaving classroom without an adult saying it is all right. 	<ul style="list-style-type: none"> Continued orange behaviour
<ul style="list-style-type: none"> We are respectful of the school and other people's property. <p>'We care about our school and belongings'.</p>	<ul style="list-style-type: none"> Spoiling equipment, resources and our friends' toys on purpose after being told 	<ul style="list-style-type: none"> Continued yellow behaviour Taking things that do not belong to you 	<ul style="list-style-type: none"> Continued orange behaviour Taking things that do not belong to you again

2: Rewards and Sanctions





	<u>Possible Actions</u>
Green	Stickers, verbal praise, House points, Star of the Week, sticky label on jumper, see DH or HT, note home in home/school book, phone call home, work is displayed in school or on the class blog
Yellow	2 minutes time out in the classroom, quiet reminder given, non-verbal signals, moved to different area e.g. outside to inside, verbal warning
Orange	3 minutes time out in the classroom, taken to phase leader, sent to partner class, record made on CPOMS, inform parent or note in home/school record
Red	4/5 minutes time out in the classroom, speak to parent/s in person, telephone call home if needed, record made on CPOMS, taken to DH or HT

Lower Phase Behaviour (Y1, Y2, Y3)

1: Behaviours

The behaviours table has been devised with the aim of all children displaying 'green' behaviours during the school day and over the course of the school week. Children should be rewarded for examples of green behaviour with an appropriate action (see 2: Rewards and Sanctions table for suggestions).

If a child displays yellow, orange or red behaviours, an exchange, discussion or meeting (whichever is most appropriate) following the restorative practices model should be held as well as appropriate sanctions (see 2: Rewards and Sanctions table for suggestions).

 <p>All names start on green every morning, after break and lunch.</p>	<p>One warning, explaining expected behaviour then name moves from green to</p> 	 <p>One warning, explaining expected behaviour then name moves from yellow to orange.</p>	<p>One warning, explaining expected behaviour then name moves from orange to red.</p> 
Green Behaviour	Yellow Behaviour	Orange Behaviour	Red Behaviour
<ul style="list-style-type: none"> We are always kind, friendly and caring to others in what we say. 	<ul style="list-style-type: none"> Calling out Talking at the same time as others Silly noises Using silly words Being rude to other people Calling people names Making fun of other people 	<ul style="list-style-type: none"> Continued yellow behaviour Upsetting others on purpose Consistently not listening to a grown up 	<ul style="list-style-type: none"> Continued orange behaviour Will not follow instructions from <u>any</u> grown up Making other people feel scared Using bad words Bullying Not treating others equally
<ul style="list-style-type: none"> We are always kind, friendly and caring to others in how we act. 	<ul style="list-style-type: none"> Deliberately ignoring others 	<ul style="list-style-type: none"> Continued yellow behaviour Making rude signs at others Pushing Pinching Poking others Throwing objects 	<ul style="list-style-type: none"> Continued orange behaviour Kicking, hitting or biting others Hurting someone so they need medical help <u>on purpose</u>

<ul style="list-style-type: none"> We always have a growth mindset and put in 100% effort and concentration into all our learning. 	<ul style="list-style-type: none"> Fiddling Swinging on chair Stopping others from concentrating 	<ul style="list-style-type: none"> Continued yellow behaviour Preventing others from learning (more serious) 	<ul style="list-style-type: none"> Continued orange behaviour Will <u>knowingly decide</u> not to start or finish work
<ul style="list-style-type: none"> We always move around the school quietly in a polite, composed and safe manner. 	<ul style="list-style-type: none"> Running or shouting in the corridor <u>Knowingly</u> being in the wrong part of the school at the wrong time (e.g. in a classroom at lunchtime unsupervised) 	<ul style="list-style-type: none"> Continued yellow behaviour Leaving classroom without an adult saying it is alright. 	<ul style="list-style-type: none"> Continued orange behaviour
<ul style="list-style-type: none"> We are respectful of the school and other people's property. 	<ul style="list-style-type: none"> Choosing not to follow adult instructions 	<ul style="list-style-type: none"> Continued yellow behaviour Taking things that do not belong to you 	<ul style="list-style-type: none"> Continued orange behaviour Damaging school and other people's property <u>on purpose</u> Taking things that do not belong to you again

2: Rewards and Sanctions

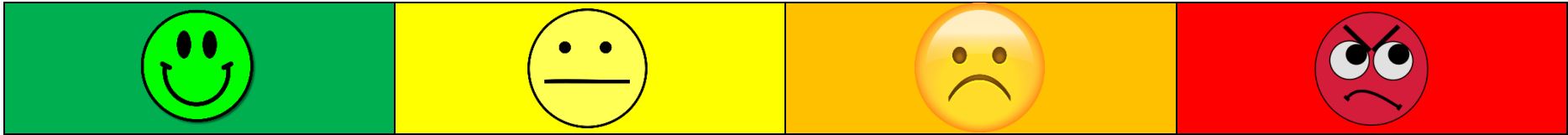
All rewards and sanctions are put into place at the discretion of the teacher/DH/HT and the context of the child's needs will be fully taken into account when sanctions are applied.

	Possible Actions
Green	Stickers, verbal praise, House points, Star of the Week, see DH or HT, note home in home/school book, phone call home, work is displayed in school or on the class blog
Yellow	5 minutes missed in the classroom, quiet reminder given, non-verbal signals, change of seating, verbal warning,
Orange	10 minutes break or lunch missed, sent to phase leader, sent to partner classroom, record made on CPOMS, inform parent
Red	15 minutes break or lunch missed, speak to parent/s in person, Telephone call home, record made on CPOMS, sent to DH or HT

3: Classroom Display

Each class will have a small display as follows to show where children's behaviour fits on the scale. At the beginning of each school year, teachers will discuss with their class which behaviours relate to which colour and rewards/sanctions for each.

At the end of each week, children who have been "Green all Week" receive a sticker or housepoint.



Upper Phase Behaviour(Y4, Y5, Y6)

1: Behaviours

The behaviours table has been devised with the aim of all children displaying 'green' behaviours during the school day. Children should be rewarded for examples of green behaviour with an appropriate action (see 2: Rewards and Sanctions table for suggestions).

If a child displays yellow, orange or red behaviours, an exchange, discussion or meeting (whichever is most appropriate) following the restorative practices model should be held as well as appropriate sanctions (see 2: Rewards and Sanctions table for suggestions).

In Year 5 and 6, where children are taught in sets, teachers will communicate and feedback behaviour issues to the class teacher.

<p style="text-align: center;">Expectations/ Positive Behaviours</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">All names start on green every morning, after break and lunch.</p> </div>	<p style="text-align: center;">Yellow Behaviour</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">One warning, explaining expected behaviour then name moves from green to yellow.</p> </div>	<p style="text-align: center;">Orange Behaviour</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">One warning, explaining expected behaviour then name moves from yellow to orange.</p> </div>	<p style="text-align: center;">Red Behaviour</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">One warning, explaining expected behaviour then name moves from orange to red.</p> </div>
<p>We are always kind, friendly and caring to others in what we say.</p>	<p>Rude to others (directly or indirectly) Calling people names Making fun of others Talking over others Silly noises</p>	<p>Repeated yellow behaviour Provoking others Minor challenge to authority</p>	<p>Repeated orange behaviour Refusal to follow instructions from <u>any</u> adult Intimidating others Using bad language Bullying Discrimination</p>

Expectations/ Positive Behaviours	Yellow Behaviour	Orange Behaviour	Red Behaviour
We always have a growth mindset and put in 100% effort and concentration into all our learning.	Calling out/interrupting in class Talking over others Distracting or disrupting peers Swinging on chair	Repeated yellow behaviour Preventing others from learning (more serious)	Repeated orange behaviour Refusal to start/ complete work
We always move around the school quietly in a polite, composed and safe manner.	Running or shouting in the corridor Being in the wrong part of the school at the wrong time (e.g. in a classroom at lunchtime unsupervised)	Repeated yellow behaviour Leaving classroom without permission	Repeated orange behaviour
We are respectful of the school and other people's property.	Damaging school and other people's property	Repeated yellow behaviour	Repeated orange behaviour Damaging school and other people's property (deliberate vandalism) Stealing

2: Rewards and Sanctions

All rewards and sanctions are put into place at the discretion of the teacher/DH/HT and the context of the child's needs will be fully taken into account when sanctions are applied.

	Possible Actions
Green	Stickers, verbal praise, Star of the Week, see DH or HT, note home in home/school book, phone call home, work is displayed in school or on the class blog/Twitter, house points, class based rewards
Yellow	5 minutes off break, quiet reminder, non-verbal signals, change of seating, verbal warning,
Orange	10 minutes off break, miss playtime/lunchtime, sent to phase Leader, sent to partner classroom, record made in CPOMs, informal chat with parent
Red	15 – 30 mins off break/lunch, sent to DH or HT, telephone call home, record made in CPOMs, formal meeting with parent

3: Classroom Display

Each class will have a small display shown below to support this relationships and behaviour policy. At the beginning of each school year, teachers will discuss with their class which behaviours relate to which colour and rewards/sanctions for each. Reminders will be given throughout the year as required.

