



# BRIDGE & PATRIBOURNE C of E PRIMARY SCHOOL

## Behaviour, Relationships & Conduct Policy & Procedure

Our school vision is based upon Jesus' words: *"I am the vine, you are the branches. If you abide in me and I in you, you will bear much fruit."* (John 15:5) which speaks of how we live and grow together as a Christian community.

We provide opportunities for everyone to flourish and grow within the love of God. Guided by the teachings of Jesus, we cultivate creativity, excellence, and resilience, inspiring pupils and staff to develop their unique gifts and become the best versions of themselves. We aim to equip our diverse community to make a positive difference in the world.

Our core values of Service, Forgiveness, Trust, Generosity and Compassion were chosen to underpin this vision for our school.

### Key Personnel

**Headteacher:** James Tibbles

**Chair of Governors:** Peter Hellman

### Key Dates

**Reviewed:** July 2023

**Next Review Date:** July 2026

*We want to ensure your needs are met. If you would like this document in any other format, please contact us: [office@bridge.kent.sch.uk](mailto:office@bridge.kent.sch.uk)*

## Introduction

The school's Behaviour, Relationships and Conduct Policy is informed by the school's Christian Values and underpin every aspect of the work in school, including the curriculum. These values are rooted in the teaching of Jesus Christ and central to this policy are Jesus' words, which are recorded in the seventh chapter of the Gospel of Matthew: *"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."*

This teaching (commonly referred to as **The Golden Rule**) frames the three key 'rules' that encompass the key elements of this policy:

### **We are ready**

*Behaviours for Learning*

### **We are respectful**

*Relationships*

### **We are safe**

*Conduct*

## Aims

- Foster a positive and compassionate environment in which all children can flourish and reach their full potential.
- Develop relationships based on respect, trust, generosity and service between all members of the school community, including parents and members of the Governing Body.
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- Model forgiveness and the possibility of restoration and a new beginning in their relationships both with adults and children
- Give children and parents the confidence that issues relating to behaviour will be referred back to The Golden Rule.

## Our Expectations

All adults in the school share these five principles of good practice:

1. Consistent, calm adult behaviour.
2. Listen with respect and provide systems which promote positive behaviour
3. Develop positive relationships, which promote self-esteem, self-discipline
4. Establish clear expectations of all members of the school community
5. Restorative follow up.

## Our Approach to Positive Behaviour Management

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

Behaviour management begins at classroom level with a positive and proactive approach. This could include:


- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings, peer-mentoring

For the vast majority of our pupils a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the pupil in what way they have not met the expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to de-escalate skilfully.

## Rewards

Praise, rewards and a positive mindset create a positive ethos in classroom and school. They are an essential tool in encouraging positive behaviours. All adults are asked to identify and praise children who display good behaviour in their classroom or around the school.

Marbles in the jar is our main reward system. Children can be rewarded with a marble for any form of positive behaviour or good work. The class decide on which treat they are working towards when their jar is full and this is displayed on a reward board in the classroom.



Other incentives are used on a more individual basis, these may take the form of celebratory, tangible rewards which help to spread the good news about the child to other children, staff and parents e.g. certificates/postcards home, praise in assembly and headteacher rewards. These rewards should also link to the main rewards system.

## The Restorative Approach


Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

We avoid:

- humiliation – it breeds resentment;
- shouting or raising our voice at an individual – it diminishes us;
- over-reacting – the problem will grow;
- blanket sanctions – this is unjust towards the innocent;
- any form of sarcasm;
- threatening children with someone else's discipline outside the scope of this policy;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them



ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

### The Restorative Questions

**What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.

**Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

### Our Behaviour Steps

As a general principle, time will be given between assertive interventions for the pupil to readjust his/her behaviour.

Children would not typically go 'straight to time out', however adults will exercise their professional judgement, using their knowledge of the child and the intentionality of the behaviour to determine which step to take.

### Step One: First Warning

A clear verbal warning directed at the pupil making them aware of their behaviour and clearly outlining the consequences.

Pupils will be reminded of their previous good conduct to prove that they can make good choices.

### Step Two: Second Warning

A clear verbal caution directed at the pupil making them aware of their behaviour and clearly outlining the consequences.

Pupils will be reminded of their previous good conduct to prove that they can make good choices.

Caution of next step will be time out.

### Step Three: Time Out

The pupil is directed to take a time out for a maximum of 5-minutes, in an appropriate location depending on the time of day and staff in class. In the case of Early Years, the pupil will go to a thinking chair within the setting.

Work should not be taken to time out – this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.

At the end of the time out the pupil returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.

If the pupil is not ready to return to class, the class teacher can arrange for the pupil to work in a parallel class for the remainder of the session.

Behaviours reaching this step should be recorded on CPOMS.

### Step Four: SLT

If the step above is unsuccessful, or if a pupil refuses to go to time out, then a member of staff will escort the pupil, with work, to a member of SLT (preferably the Phase Leader) for the remainder of the session.

As part of our restorative approach to behaviour management, the adult sending the pupil to time out will meet with the pupil as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.

Behaviours reaching this step should be recorded on the school's recording system (CPOMS).

## Serious Incidents

It is recognised that for some children further sanctions may need to be used.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any form
- throwing objects with the intention to harm or hurt someone
- the use of prejudicial and discriminatory language
- carrying an offensive weapon

Any of the incidents above will be investigated by a member of SLT, this will ensure the safety of everyone involved. Each incident will be treated on individual merit with the final decision being made by the Headteacher or in their absence, the Deputy Headteacher.

**Any exclusions (internal or external) are only used as a last resort.**

If an incident occurs where a child or others are at risk, or a child is causing serious damage, trained staff will act using appropriate techniques, up to and including the use of physical intervention. **This is only to be used where a child's safety is at risk.**

## Logging Behaviour Incidents

Adults should log the following incidents on CPOMS if they arise for a child in their class:

- Incidents reaching Stage 3 (as described above)
- When a pupil damages property on purpose (belonging to school or to another individual in school).
- Racist incidents (these also need to be reported separately to the HT).
- Severe swearing/verbal abuse.
- Incidents in which another individual (child or adult) has been injured/assaulted with proven intent.

- Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved<sup>1</sup>.
- Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied and any incidents between them and the 'bully' should be logged).

## Working with Parents/Carers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they need to be informed when things are not. Communication with parents on behaviour will primarily be positive.

Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents have ultimate responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

## Working with External Agencies

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as:

- Educational psychologists
- Primary pupil referral units (PRUs)
- CAMHS (Child and Adolescent Mental Health Services)
- School Nursing Team
- Specialist Teaching & Learning Service (STLS)
- Early Help
- Specialist Children's Services

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<sup>1</sup> *It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.*



## Curriculum Support

Through PSHE and RE, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation.

Personal, Social, Health Education (PSHE) lessons, Circle Time, school assemblies, out-of-school experiences and after-school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

## Appendix 1

<b>Stepped Boundaries:</b> Gentle Approach, use child's name, child level, eye contact, deliver message	
<b>REMINDER</b>	I noticed you chose to ..... ( <i>noticed behaviour</i> ) This is a REMINDER that we need to be ( <i>Ready, Respectful, Safe</i> ) You now have the chance to make a better choice Thank you for listening <i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i>
<b>WARNING</b>	I noticed you chose to ..... ( <i>noticed behaviour</i> ) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, ( <i>work at another table/work in another classroom / go to the quiet area etc ..... (learner's name),</i> Do you remember when ..... ( <i>model of previous good behaviour</i> )? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation <i>I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.</i>
<b>TIME OUT</b>	I noticed you chose to ..... ( <i>noticed behaviour</i> ) You need to.....( <i>Go to quiet area / Go to sit with other class / Go to another table etc</i> ) Playground: You need to .....( <i>Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc.</i> ) I will speak to you in three/five/ten minutes <i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i> *DO NOT describe child's behaviour to other adult in front of the child*
<b>FOLLOW UP REPAIR &amp; RESTORE</b>	What happened? ( <i>Neutral, dispassionate language</i> ) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?

