

Clewer Green CE Aided First School

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Headteacher: Mr M Tinsley



'Inspiring Children'

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

'I can do all things through him who strengthens me'

Philippians 4:13

SAFEGUARDING - POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

THIS POLICY **MUST** BE READ IN CONJUNCTION WITH OUR **CHILD PROTECTION POLICY**
and our SAFEGUARDING – **CHILD PROTECTION COVID-19 ADDENDUM**

Our aim, in line with our distinctively Christian values, is for every child, to have the support that they need, and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

All adults adhere to our safeguarding procedures, which are outlined in our Child Protection Policy.

Aims, Expectations and Principles

It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

This policy aims to promote good choices which lead to effective relationships in order for everyone to support each other, work together and learn well. It has regard to the Teachers' Standards, with the expectation that teachers manage behaviour effectively for a safe environment. It aims to promote relationships which are happy, safe and secure. This policy aims to help our children become positive, responsible and increasingly independent members of our school community. Clewer Green CE Aided First School rewards positive behaviour as we believe that this will develop an ethos of kindness and cooperation, and as such this policy is designed to promote positive behaviour and not merely deter anti-social behaviour.

Central within this policy is choice. We refer to helpful choices that lead to good consequences and to unhelpful choices which lead to negative consequences. There are two main reasons as to why we use the word 'choice':

- It promotes self-management of behaviour and enables some reflection of what behavioural choices exist (ie there are always different behavioural options and we do not accept or expect that some children will always behave in a certain way).
- It avoids labelling children. Instead we refer to the choices we all make and that we should always try to make helpful choices. (See Appendix 5 – The Language of Choice)

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. ***Throughout the school, all stakeholders (not just staff, but pupils, parents, governors and visitors should aim to 'catch' helpful behaviour.*** If we become complacent, many helpful choices may be taken for granted and many children who always make helpful choices can become invisible.

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Section A - Roles, Rights and Responsibilities

Pupils

It is the responsibility of every pupil at Clewer Green to make helpful choices at all times with regards to their relationships with all adults and other pupils in the school. This will lead to pupils being well behaved and creating, building upon and maintaining good relationships. Pupils are expected to follow four simple rules to avoid making unhelpful choices:

1. Be ready to learn.
2. Follow instructions.*
3. Keep hands feet and objects to themselves.
4. Respect everyone and everything.

Class Teacher

All of the staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to **reward and praise helpful choices in order to reinforce positive behaviour** (including following school rules) and positive relationships. Catching pupils behaving well is vital and praising and rewarding them for that good behaviour will lead to the spread of good choices being made throughout our school. We must not become complacent over good choices being made by our pupils.

With these principles in mind, specific responsibilities of the Class Teacher include:

- Praise children on an individual and group basis, making it clear why and explicitly mentioning what rule or what helpful choice they have made. Public praise is a very powerful motivation for children wanting to make helpful choices in the future.
- Be consistent with all consequences.
- Treat each child fairly and with respect and understanding.
- Not only apply these principles in their own class environment but also throughout the rest of the school.
- Be a positive role model by demonstrating positive relationships with everyone in the school.
- Keep a record and any relevant notes if a child misbehaves. Record any incidents on the Incident Form (Appendix I) and keep in the Behaviour Incident Log Books held in each classroom.
- Having followed regular procedures seek help and advice from a colleague (eg a member of the Leadership Team).
- Liaise with external agencies, as necessary, to support and guide the process of each child in making helpful choices.
- Report to parents on the pupil's social and emotional aspects of school life, including behaviour and relationships.

Support Staff

It is the responsibility of Higher Level Teaching Assistants, Teaching Assistants, Office Staff, Lunch-Time Controllers and all other adults within our school to support the Headteacher and Teachers in meeting the above objectives. As with Teachers, the key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. All staff should be proactive in catching pupils behaving well and exclaiming about how well a child has behaved.

All staff are responsible for recording any incidents on the Incident Form (Appendix I) and keeping them in the Behaviour Incident Log Books held in each classroom.

Headteacher

In addition to the above, it is the responsibility of the Headteacher to:

- Support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour.

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- Implement this policy consistently throughout the school and to report to Governors, when requested, on this policy's effectiveness (School Standards and Framework Act 1998).
- Ensure the health, safety and welfare of all children in the school.
- Maintain a record of all reported serious incidents of misbehaviour.
- Issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of misbehaviour the Headteacher may permanently exclude a child. Both of these actions will only be taken after the Governors have been notified.

Parents (We use this term to also include carers)

Clewer Green CE Aided First School works collaboratively with parents so that children receive consistent messages about how to behave. Parents agree to support the policies of the school when they sign the Home / School Agreement, and we aim to build a supportive dialogue between home and the school. The school will aim to inform parents as soon as is reasonably possible if there are any concerns over the welfare (in line with our Child Protection and First Aid policies) or behaviour of their child, especially if there is a trend or pattern of unhelpful choices being made.

We expect parents to:

- Be aware that we have school rules (often communicated to parents) and to support them.
- Co-operate with the school.
- Support their child's learning.
- Support the school's decision when applying consequences to deal with any specific issue or incident.

If parents have any concern about the way in which their child has been treated, they should first seek to speak with the Class Teacher. If the concern remains, they should contact the Key Stage Leader, then the Headteacher, and if in the unlikely event that the matter is still unresolved, the Chair of Governors. (Refer to our Complaints Policy)

Working Together for Good Behaviour in Schools is a useful document, which parents may be directed to and can be found on the school website.

Governors

The Governing Board 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.

The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this in to account when making decisions about matters of behaviour.

Visitors

Visitors working with children are expected to follow the guidelines set out here as far as possible. Visitors who are in school on a regular basis will be given a copy of the policy whilst others will be supported by staff members, especially being made aware of the four key principles as set out above.

Section 2 – Consequences

Positive Consequences

Each teacher and their class will develop their own systems of reward and praise, based on the overall school principles set out in this policy. This will include both individual and class rewards.

Some of the positive consequences for the good learning, good choices and good behaviour that children show are:

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- Regular verbal feedback to reinforce positive behaviour.
- Reference to helpful role models.
- Children are congratulated.
- House Points and certificates at 30 point intervals given out during our Celebration Assembly (usually Thursday mornings).
- Headteacher Star of the Week certificates given out during our Celebration Assembly (usually Thursday mornings).
- School Values certificates given out during our Celebration Assembly (usually Thursday mornings).
- Golden Tickets for helpful behaviour, helpful choices, good relationships, politeness, co-operation or acts of kindness during break times. The class with the greatest number of tickets by Thursday are awarded with an extra session on the climbing frame.
- Council Coins awarded by School Council children to those who are playing correctly with the playground school equipment. The class with the greatest number of coins by Friday are awarded with an extra session on the outdoor Lego and musical instruments bought by the school Council.
- FS children each have superstar charts. They are regularly awarded superstars for a wide variety of things to help them settle into school, learn new routines and develop a positive attitude towards learning and the school environment. These are regularly sent home to share with parents.

Our Celebration Assembly is an opportunity to publicly celebrate the helpful choices children have made in school and to celebrate some of the good work they have produced during the week.

Negative Consequences

Staff at Clewer Green CE Aided First School employ consistently and clearly a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish. Warnings are recorded and monitored.

Children who don't seem to be making progress towards improved learning behaviour, are asked to reflect on their choices.

These whole-school consequences vary slightly at lunchtimes to allow lunchtime staff to operate independently, although lunchtime consequences are communicated to class teachers.

Low-level, on-going disruptive or uncooperative behaviour (eg not following instructions straight away, talking in class, interrupting) are small issues but over time may stop a child and others from learning or feeling settled.

We aim to keep this to a minimum and aim to spot patterns when warnings occur. As well as putting strategies in place to support the children to make helpful choices, the following stages are followed to reduce such behaviour:

Stage 1: The Class Teacher informally speaks to parents to inform them of the high number of warnings caused by low-level disruptive / uncooperative behaviour incidents; this stage would typically begin in the first half of a term

Stage 2: The Class Teacher formally speaks to parents to advise this has continued and therefore we need to see an improvement within a fixed period of time; a behaviour chart at school to track incidents will be used (in addition to any other SEAL (social and emotional aspects of learning) and interventions that may be used); this stage would typically begin in the second half of a term

Stage 3: A meeting between parent, pupil, and Class Teacher.

Stage 4: A formal letter is sent home to the Parents.

Stage 5: A formal meeting with the Headteacher

Continued Poor Behaviour

Behaviour such as untargeted, low level aggressive behaviour that may or may not result in physical injury, or children feeling intimidated by the actions of another individual, will be dealt with in line with the Stages outlined above, and will be recorded in the Incident Behaviour Log Books located in each classroom (purple folder). This will be monitored and any patterns in poor behaviour will be addressed during the Senior Leadership Team meetings.

Behaviour strategies will be discussed as well as the need to involve parents. If patterns show that behaviour is becoming targeted against an individual, this will mean that this will be classed as serious misbehaviour and that the steps set out in the Safeguarding Peer on Peer Policy will come in to effect.

It may be that the victims of such behaviour may also need to be given support at this point, and this could be delivered through strategies such as restorative justice conversations, PHSE lessons and in some cases directed ELSA support.

Serious Misbehaviour

As outlined in the Safeguarding Peer on Peer Policy (Physical Abuse, Sexually Harmful Behaviour, Bullying, Cyber-Bullying, Sexting, Initiation or Hazing and Prejudiced Behaviour) is very rare at Clewer Green. The procedures as outlined in that policy would then be followed to a conclusion. The term 'sexting' is defined as specifically sharing nude and semi-nude images and/or videos.

Such behaviour would mean warnings are automatically passed to Stage 4 or in very serious cases Stage 5. Similarly, any **pattern in warnings or consistent warnings** means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make helpful choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The class teacher discusses the school rules with each class, and can create a Classroom Charter. This is 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.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour and this is outlined in our Safeguarding Anti Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

Section 3 - Monitoring

The SENDCO, the Deputy Headteacher and the Headteacher monitor the effectiveness of this policy on a regular basis. The Headteacher reports to the governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial incidents must be reported to the local authority; homophobic incidents are also recorded.

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

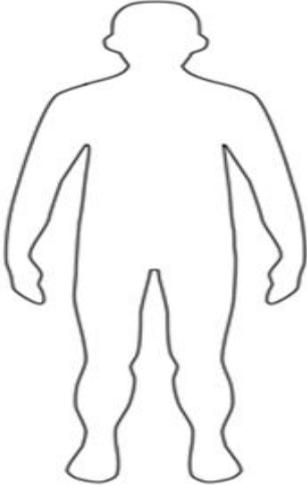
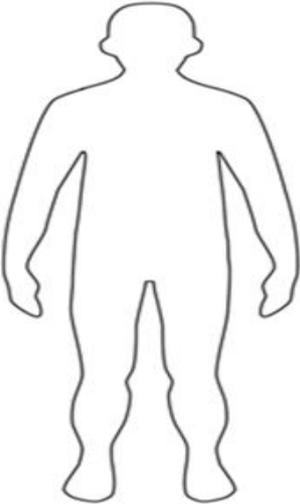
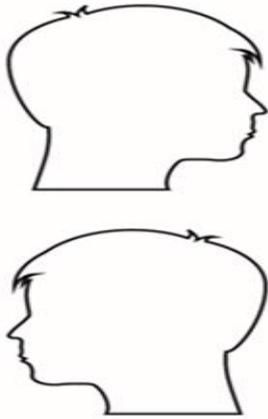
Section 4 - Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Created: April 2016
Reviewed: September 2021
Next Review: September 2022

Sarah Langley, Chair of Governors

Date _____

Child's Name				Class				
Date		Time		Location				
Incident Details								
Brief outline of incident including any witnesses.								
Type of Injury (Tick Box)								
Cut / Scrape	<input type="checkbox"/>	Splinter	<input type="checkbox"/>	Choking	<input type="checkbox"/>	Puncture	<input type="checkbox"/>	
Bump / Bruise	<input type="checkbox"/>	Burn	<input type="checkbox"/>	Eye Injury	<input type="checkbox"/>	Dislocation	<input type="checkbox"/>	
Bite	<input type="checkbox"/>	Dental Injury	<input type="checkbox"/>	Concussion	<input type="checkbox"/>	Nose Injury	<input type="checkbox"/>	
Sprain / Strain	<input type="checkbox"/>	Fracture	<input type="checkbox"/>	Head Injury	<input type="checkbox"/>	Poisoning	<input type="checkbox"/>	
Other:								
Type of Incident (Tick Box)	Child on Child			Child on Adult				
	Adult on Child			Adult on Adult				
Physical	Punching / Slapping		<input type="checkbox"/>	Kicking		<input type="checkbox"/>	Pinching	<input type="checkbox"/>
	Head-butting		<input type="checkbox"/>	Hitting with Object		<input type="checkbox"/>	Strangulation	<input type="checkbox"/>
	Spitting		<input type="checkbox"/>	Pushing		<input type="checkbox"/>	Biting	<input type="checkbox"/>
	Other:							
Verbal (including discrimination)	Threat to Harm		<input type="checkbox"/>	Foul Language		<input type="checkbox"/>	Aggressive	<input type="checkbox"/>
	Disability		<input type="checkbox"/>	Racial		<input type="checkbox"/>	Homophobic	<input type="checkbox"/>
	Sexual		<input type="checkbox"/>	Other:				
Area of Body Injured (If applicable)								
Body Front		Body Back			Head			
								
Class Teacher Informed?	Yes	No	Escalated to SLT?			Yes	No	
Parent Informed?	Yes	No	Text	Phone	Answerphone	In Person		
Staff Member Name				Signature				