

# Henley in Arden Church of England Primary School



## **Relationships Policy**

**Formally Behaviour Policy**

**Date: July 2024**

**Review date: July 2025**

## **Introduction**

At Henley in Arden C of E Primary we aim to create a happy, safe, caring, stimulating and inclusive environment for all. As a Church of England school we base this on the values that Jesus has taught us in order to develop a safe and secure environment fostered by Christian love. We seek to support the development and flourishing of all our pupils, academically, emotionally, socially and spiritually.

Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Henley.

The staff and governors are satisfied that there is a good standard of behaviour in the school. The school has high expectations for everyone “to live life in all its fullness” - this policy demonstrates the commitment of the school to constantly look to ways of developing and improving.

**“The expectations for behaviour are clear and staff use a consistent approach to promote and reward good behaviour. This creates a happy environment for pupils to learn in.”**

***OFSTED June 2024***

This policy provides guidance for present and future teaching staff, teaching assistants, support staff, lunchtime supervisors, parent helpers, students, supply teachers, parents and our pupils. In order to maintain a high standard of behaviour, everyone must share the same aims and expect the same standards in all aspects of school life.

Our aim is to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

### **1. Aims:**

Through this policy the school aims to:

- Underpin the policy with Christian beliefs, spirituality, values and ethos
- Provide a productive learning environment where all children can make excellent progress

- Maintain a friendly, happy and secure learning environment
- Promote respect between all children and adults
- Encourage children to be helpful and considerate of others
- Encourage children to behave in a polite and sensible manner
- Encourage children to take responsibility for their actions and behaviour
- Promote self-esteem and levels of motivation amongst our pupils.

We teach and promote the values of:

1. Trust
2. Service
3. Thankfulness
4. Forgiveness
5. Compassion
6. Courage
7. Respect
8. Generosity
9. Perseverance
10. Justice
11. Truthfulness
12. Friendship

## **2. Positive Behaviours**

We expect our pupils and staff to be considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition.

We encourage and reward good behaviour throughout the school day through the words we use. We focus on the children's learning behaviours through:

- At the beginning of each new school year the class develop their class code/charter which are signed and then displayed in the classroom these are linked to the behaviours for learning.
- A Celebration Assembly takes place once a week where adults choose children who have demonstrated outstanding behaviour and manners or effort through Star of the Week.
- Each class recognises a 'Value Champion of the week' for children who have advocated the current Christian value.
- Children are awarded Headteacher awards for outstanding work or efforts.
- Positive messages are sent home regularly on the newsletter, through emails and/or studybugs messages.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

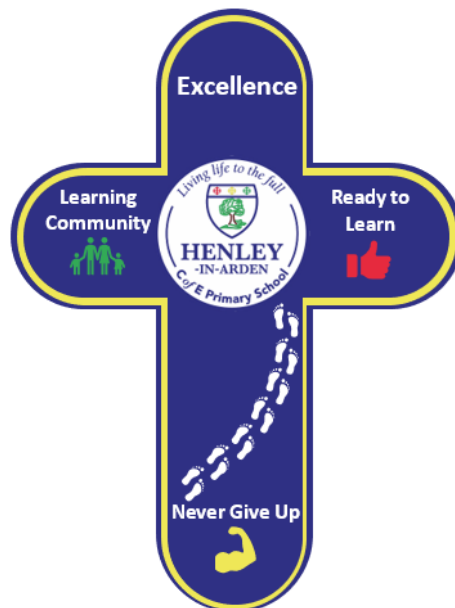
- humiliation – it breeds resentment;
- shouting – it diminishes us;

- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else’s discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- House Captains
- School Council Member
- Play leaders
- Class leaders
- Classroom and school wide monitor jobs
- Year 6 ambassadors
- Library squad
- Supporting admin staff to deliver letters

### 3. Behaviours for Learning



To maximise the impact of teaching we want to ensure that children have the skills and behaviour to learn. *‘A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.’* (EEF)

We recognise how each learning behaviour is lived by the children, the staff, as well as the families. Our Christian values, which are at the heart of our school culture.

**Excellence:** We want to be the best we can be in all that we do to live a life of fullness.

**Never Give Up:** Even when it is difficult we never give up and keep trying.

**Learning Community:** We work together, show respect and learn from each other as well as from adults

**Ready to Learn:** We listen to each other, we are organised and follow instructions.

These expectations enable us:

- to develop positive relationships which promote self-esteem
- establish clear expectations of all members of the school community
- share expectations and adopt a consistent approach to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively
- to ensure that all children and staff are happy and confident by creating a safe, sensitive and supportive ethos
- establish a partnership approach which draws on all those involved with the school
- provide systems which promote positive behaviour and which support all members of the school community
  - to recognise the importance of effective teaching and learning in the promotion of positive behaviour.

#### **4. WORKING IN PARTNERSHIP WITH PARENTS**

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning.

Parents have been consulted in the formation of the Home School Agreement. All parents are expected to sign the Home School Agreement when their child joins Henley.

We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Reading records or home-school books are used to send messages home or into school.
- The Parents' Consultation Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements.
- Curriculum sessions to share learning
- Certificates and stickers that children take home.

## 5. What are our expectations for pupil and adult conduct?

We are proud that we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for specific 'whole school' activities:

### The school environment

All of us should be proud of our interesting, pleasant and well-resourced school. It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our classrooms are tidy and well organised, as this has a positive impact on behaviour. We walk quietly around the building at all times, especially when passing through areas where other people are working. We take care not to damage displays in the corridors as we pass and are keen to hold doors open for others, showing politeness and consideration.

## 6. Dealing with inappropriate behaviour.

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 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 necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident has the opportunity to be listened to and is therefore supported in coming to understand the harm that has been caused to all parties.

### Staff will ask:

**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 necessarily 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. the school community and 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.

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.

## **7. Curriculum**

The Personal Development of pupils is a high priority at Henley where across the curriculum and in our everyday interactions, 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, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated.

Personal, Social, Health, Citizenship and Economic education (PSHE) lessons, Circle Time, school assemblies, out of school experiences and after school clubs also contribute to the pupils' understanding and competency in managing conflict.

## **8. Use of consequences**

When using consequences at Henley in Arden CofE Primary School, the child(ren) should always be involved in the conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions. 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.

In deciding upon the most appropriate form of action to take, staff will:

- assess the severity of the behaviour – to what extent has its a) impeded others' right to teach/learn; to be treated respectfully; to be safe?
- take into consideration any extenuating circumstances. These will include, for example, whether the pupil concerned has special educational needs that might be a contributory factor;
- ensure that the subsequent response is: proportionate; focuses upon repair and rebuild where necessary; provides an opportunity for the pupil to reflect upon and learn from the choices they have made

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from taking time out, repairing damage made i.e. picking up equipment, helping do something positive or reporting to the Assistant Headteacher or Headteacher.

For extreme behaviours or repeated negative behaviours external agencies may need to become involved for behaviour monitoring and support. However, in all situations pupils will be treated following this policy so that when they are calm their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

## **9. Serious Incidents and Record Keeping**

The Headteacher, may consider more serious sanctions, e.g. banned from extra-curricular activities or PTA events

Exclusion from school during lunchtimes (recorded as half day fixed term exclusion) particularly if a pattern of challenging behaviour takes place at this time.

Exclusion from school, for a fixed term or permanent exclusion.

Exclusion from school takes place only in exceptional circumstances and normally when all other options have been exhausted. (Please see the Exclusion Policy for more information regarding this).

Serious behaviour incidents are logged onto CPOMS and monitored regularly by SLT.

Where high incidents involve extreme violence and/or the use of restraint or classroom evacuation, this will be recorded in more detail either directly into CPOMS

## **10. Restrictive Physical Intervention (Positive Handling)**

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice 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.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. Most staff on roll have attended Restrictive Physical Intervention training (team Teach) and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. RPI will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force.

Where there has been RPI, a record must be made on the REACT form (kept in the Headteacher's office) and parents must be informed as soon as practical after the incident.

This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents/carers and are monitored through EHCPs or individual Support Plans. It does not cover emergency situations which cannot reasonably be planned for in advance.

## **11. Peer Abuse (see Safeguarding policy)**

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of peer abuse, the procedures and guidance in the school Safeguarding Policy will be followed, in the same way

as if the matter was in respect of abuse by an adult. See also the school's peer on peer abuse policy.

## **12. Searching and Screening**

Henley will have regard to DfE guidance Searching Screening and Confiscation when considering where they may need to search for and/or seize items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage.

Children are not permitted to have mobile phones in school and these must be handed into the office.

This policy was written in consultation with staff and governors

This policy will be reviewed annually.