



St. John's C. of E.

Blackpool's First Free School 1817

Relationships Policy

Last updated: November 2022

Person responsible for policy: Mrs. N. Galloway

Next review due: November 2024

Purpose and aims

Our vision statement is simply:

“Everyone matters in God’s world”

and we follow the Golden Rule: so in everything, do to others what you would have them do to you. Matthew 7:12

In line with our mission statement, the school aims to promote Christian standards of behaviour. There is a potential for good in everyone and each child should be allowed the opportunity to take responsibility for their own actions and be encouraged towards self-discipline.

This Relationships Policy is based on the Trauma Informed principles and Behaviour Management: safety; trust; choice; collaboration; empowerment.

At St. John’s Church of England School, we aim to be proactive rather than reactive.

How Do We Achieve This?

- ✓ By creating an environment that is safe, caring, calm, happy and welcoming.
- ✓ Having positive attitudes where everyone is valued and respected
- ✓ Maintaining high expectations that trusts everyone will do their best.
- ✓ Following daily school routines to promote a sense of security.
- ✓ Celebrating the success of our achievements.
- ✓ Staff having high expectations of behaviour, recognising examples of good behaviour and modelling appropriate expectations of politeness and manners.
- ✓ By having clear rules, procedures and boundaries.
- ✓ Working collaboratively to achieve our best.
- ✓ Enabling everyone to make choices in their behaviour and supporting them if things go wrong.

*For most children
‘praise’ and ‘recognition’
is the best proactive approach towards good behaviour.*

Our Caring Rules

- We listen carefully when others are speaking.
- We get on with our work sensibly.
- We are polite at all times.
- We move around our school quietly.
- We are kind and friendly to everyone.
- We look after our school and everything and everyone in it.

At St John's



**Everything we do underpinned
by Christian Principles**

Class rules are agreed by children and staff at the beginning of the academic year and are revisited frequently. They are displayed in all classrooms so that children, staff and visitors are clear about class expectations. The language used is age appropriate but the meaning remains unchanged.

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Every child to be nurtured.

Reward Routines

In EYFS

Immediate praise is given with verbal acknowledgement, positive facial expression and positive body language. Stickers are used occasionally for rewards, but usually the immediate praise routines are the preferred incentive of the children.

Key Stage 1

'Star cards' are given out in 'Good News' assembly on Friday and then taken to the Head teacher for a further reward!

Immediate praise is given through the use of stickers, verbal acknowledgement, 'thumbs up', or an acknowledging look.

Special achievements are praised and rewarded by the Head teacher or another chosen member of staff.

A text or postcard is sent home to parents to let them know of their child's achievement.

In Key Stage 2

House points are given throughout Key Stage 2 and are displayed on the classroom walls. The winning house has a special house party at the end of each term and a yearly cup is presented to the winning house.

Star of the Week is awarded every Friday as a reward in each class.

Immediate praise is given through the use of stickers, 'pat on the back', verbal acknowledgement, 'thumbs up', or an acknowledging look.

A text or postcard is sent home to parents to let them know of their child's achievement and a photograph may be put on the school website.

Each teacher devises their own reward class system, based on both the academic and behavioural achievements, of individuals/groups/teams.

Special achievements are praised and rewarded by the Head teacher or other chosen members of staff.

House points are awarded to a child who has worked/behaved to the best of their ability.

- ✓ 25 points = bronze certificate
- ✓ 50 points = silver certificate and pencil
- ✓ 75 points = gold certificate and pen
- ✓ 100 points = platinum certificate
- ✓ 125 points = titanium certificate

Photographs and certificates of the "Stars" are displayed each week on the school website.

All staff in school give rewards for good behaviour.
Texts and postcards home share and celebrate success.
All children are rewarded, **especially** those who **always** behave appropriately!

If Things Go Wrong

For most children the proactive approach will be effective, however **individual** instances of disruptive behaviour may occur at times.

A range of strategies are employed so that surface behaviour does not become a major concern

- Ignore the child behaving inappropriately and praise the child behaving appropriately
- Moving closer to the child behaving inappropriately is often enough
- Take an interest in what the child is doing
- Remove temptations before they become problems
- Remove the child from the classroom without any punitive overtones to prevent behaviours escalating e.g. send the child on an errand

Use Set Responses e.g.

- ✓ What should you be doing? (Do not ask the why? Question).
- ✓ Finish the map please Ben. Thanks.'
- ✓ Blocking – keep repeating the same statement over and over.
- ✓ 'If you stop others from learning, you will be moved.' (Give the child a simple choice that puts the responsibility back on to the pupil).
- ✓ Rule reminder – simply restate the appropriate rule – do not get caught up in a discussion.

Home School Relationship

Working in partnership with families is fundamental to ensuring all children achieve their full potential in school.

- Informal chats with parents on both good and bad days to foster and maintain an effective partnership.
- Follow up phone calls or meetings if appropriate to ensure the parent is fully involved.
- More formal behaviour charts as required – further information later in this policy.

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Everybody to work together to find solutions.

Dealing with Disruptive Behaviour

Rights

Teachers have a right to teach
Pupils have a right to learn
All have a right to feel safe and be treated with respect!

One disturbed and disruptive child can affect a whole class and indeed the school.

Criticise the behaviour, never the child

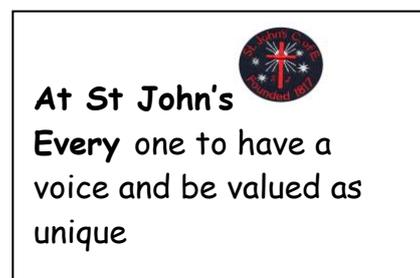
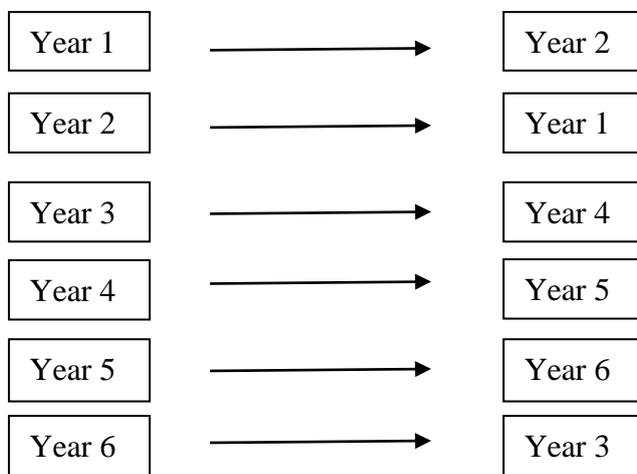
Teachers need to:

- Assess objectively reasons for poor behaviour.
- Restore order quickly – for the benefit of the other children.
- Consider whether a different approach would be more beneficial to preventing further occurrences of the same incident in the future.
- Speak to Phase Leader if further advice/support is needed.

Send to the next class up

Follow the school procedure for dismissing a child from the room. This serves positive results:

- It sets an example to their peers.
- It allows peers to learn without further distraction.
- It allows the teacher and child time to 'breathe'.
- It tells the child you will not tolerate inappropriate behaviour.



Behaviour Records

Unacceptable behaviour that is offensive or puts the safety of others at risk should be recorded on 'Safeguard'.

All incidents are monitored by the Learning Mentor, Family Engagement Manager and SENCO

Reports are shared with the staff every half term.

If the behaviour persists, parents are informed and an individual pupil diary established to monitor the timing and frequency of unacceptable behaviour. It is essential to ensure parental understanding of the behaviour and to request their full support so that targets or action plans can be shared. A behaviour chart/book could be used and sent home with the child each night for the parent/carer to see, or regular phone calls and meetings. Charts can be devised by the class teacher to suit the needs of the individual child, or can be received from the Learning Mentor.

SENCO

Where there are serious concerns about behaviour the SENCO should be informed.

Appropriate strategies may be put in to place supported by SSA's, or the Learning Mentor.

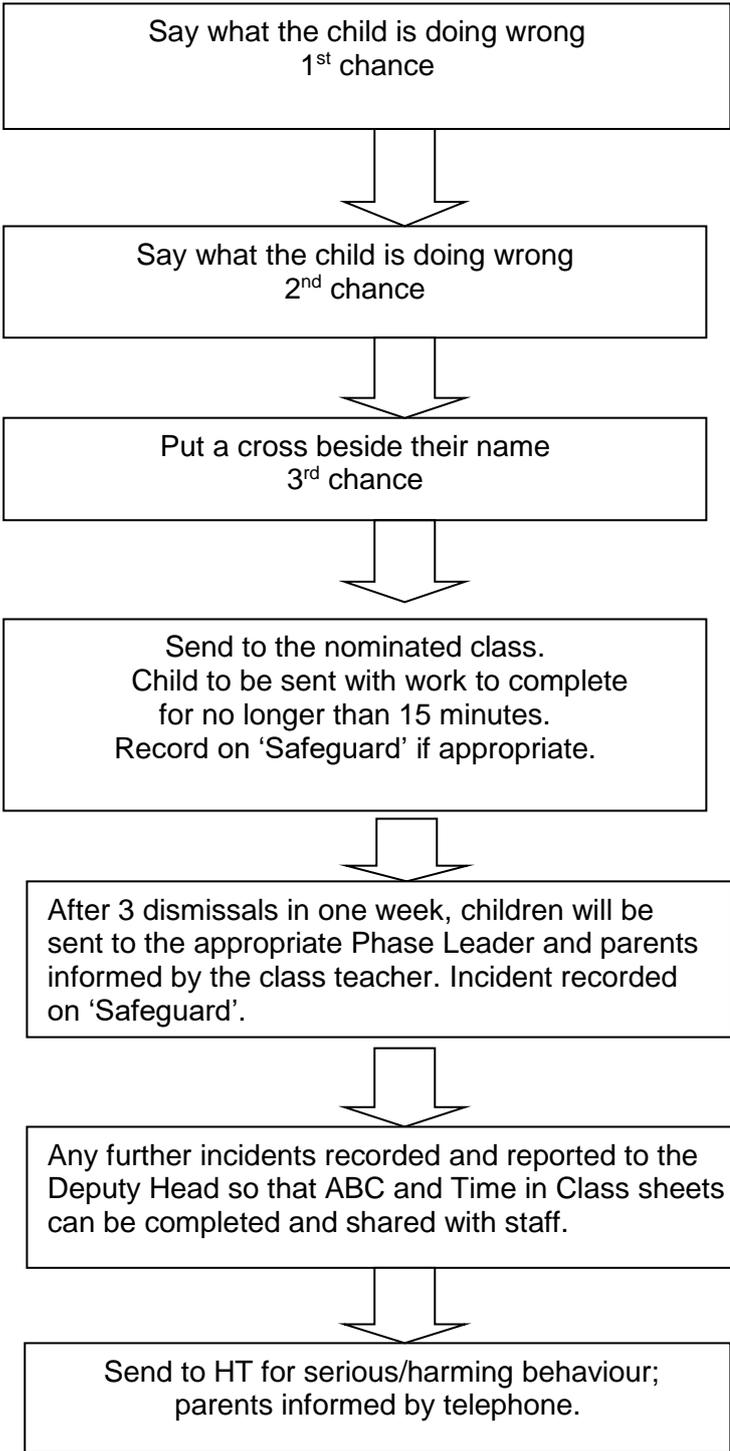
Evidence will be gathered from all appropriate staff using the 'Safeguard' system and individual diaries and charts. Further recording and monitoring sheets are available from the

SENCO if further action is to be taken e.g. a referral to the Student Support Team.

The Student Support Team monitors the frequency and emerging patterns of behaviour to inform further strategies or referrals. As a result of a meeting where there are regular serious concerns about a pupil's behaviour, further referrals may be appropriate. This could be to the family G.P, the School Nurse, CAHMs, Social Services, Family Support, Behavioural Advisory Teacher or the Educational Psychologist.

Trauma Informed Principles will be used to ensure the emotional and physical safety of an individual is addressed as the first important step.

Procedure for Dismissing a Child from the Classroom



At St John's
Every child a self-confident resilient learner who understands what it means to be a good learner and applies these principles to all learning opportunities in school.



At St John's
Every child to face change with confidence and experience success at transition points in their lives.

Strategies for Dealing with Challenging Behaviour

Details of how to deal with this type of behaviour can be found in the 'Care and Control of Pupils Policy'.

Formal warnings are given verbally to the pupil followed by a letter and phone call to the family. Each letter states how many warnings have been issued. The second letter explains that the next formal warning will result in an exclusion for a complete day or for part of a day e.g. lunchtime if this has been the focus of concern.

Lunchtime Sanctions

If a pupil displays behaviours that are considered to be inappropriate, staff will inform the class teacher at the end of lunchtime. If that behaviour is disrespectful or aggressive to members of staff or other children, the pupil may be sent to write an account of the incident. A member of the Senior Leadership or Inclusion Team will be available to support the children with this. The principles of a Trauma Informed approach will be used:

Is the child physically and emotionally safe?

What happened?

Have you hurt or upset anyone?

How do you feel?

How do you think they feel?

How can you put things right?

What could you do next time?

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Everybody with a growth mind-set.

Class teachers will be informed if a member of their class needs support; parents should be made aware of this by home time when they collect their child or by phone.

If a pupil is sanctioned three times in a half term, then a formal behaviour warning issued and parents informed. Three warnings in a term will result in a lunchtime suspension.

Serious incidents of violence or insolence may lead directly to a lunchtime suspension at the Head Teacher's discretion.

3 formal behaviour warnings will result in 5 lunchtime suspensions.

Suspension is a strategy we employ in the last resort for dealing with very challenging behaviour. If the Head feels it is necessary to suspend a pupil the parent will be informed immediately by telephone, this will be followed up with a formal letter giving the reasons for the suspension and informing parents of their rights of appeal. The Chair of Governors and the suspensions officer for Blackpool Borough Council will be informed as soon as is possible and certainly by the next working day. Work will be provided for children who have been suspended from school. If the suspension is for more than 2 school days then parents will be asked to attend a meeting with their child, the Head teacher or Deputy, to discuss the child's successful reintegration into school.

If repeated suspensions occur, the SENCO will liaise with parents, pupil and relevant support services to implement a Pastoral Support Programme with agreed targets. A review meeting will be held in 6 weeks to monitor progress.

The Head teacher monitors the use of suspension and reports back to the governing body as appropriate.

Views of Children

Views of children about behaviour and feeling safe in school are canvassed by means of surveys and questionnaires. Their views inform school development planning and policy. School council are asked to evaluate and discuss behaviour concerns that arise over playtimes on a termly basis. Suggestions are taken seriously and problem solving is actively encouraged.

'Circle Reviews' will also offer an opportunity to discuss views of children around behaviour. Pupil voice includes Worship Council; School Council; Wellbeing Warriors; Eco Council.



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Every child to have developed their spirituality and relationship with God.



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Everyone to put learning and children at the heart of every decision and be guided by what Jesus would do.