



WHITEFIELD PRIMARY SCHOOL

HEALTHY HEARTS; HEALTHY BODIES; HEALTHY MINDS

BEHAVIOUR AND RELATIONSHIPS POLICY

The Governing Board of *Whitefield Primary School* adopted this policy -
This policy will be reviewed on an annual basis by the Headteacher.

Signed by:

_____ Headteacher Date: _____

S. Jackson Chair of governors Date: 21.09.2022

Statement of Intent

The intention of this policy is to state clearly expectations about the **behaviour of everyone** within our school community. It also serves to provide guidance to staff and parents on how we effectively manage children's behaviour at Whitefield Primary School to ensure a positive school environment and good attitudes to learning. The policy is designed to promote strong relationships and good behaviour rather than merely deter unwanted behaviour.

Aims and Values

At Whitefield, we have high expectations with regards to the behaviour of everyone at our school, and strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour is explicitly taught and modelled through our three school rules of 'Respect, Ready, Safe'. These are simple, clear and easy to understand and are the basis of our relationship based approach which uses nurturing principles and restorative practices. We seek to promote visible consistency and visible kindness as a means to underpin behaviour and actions. There is a strong focus on consistency of routines, language and response so children feel secure in the knowledge that response to their behaviour will be consistent and fair.

As an inclusive school there are children with a range of additional needs. We recognise that children, with these different needs, may benefit from a modified behaviour procedure.

Aims of the policy:

- To promote high standards of behaviour.
- To foster, nurture and value strong, healthy relationships based on kindness, respect and empathy for others in recognition of the importance of this as a lifelong skill.
- To give pupils confidence in themselves and a pride in their achievements and school.
- To help children learn from the consequences of their behaviour, develop self-discipline, responsibility and accountability.
- To provide a safe, secure environment where learning opportunities are maximised so the children can develop both socially and academically.
- To outline simple, clear procedures that are understood by staff and pupils and applied consistently and fairly.
- To ensure parents and carers are aware of our expectations and are able to fulfil their parental duty by supporting school in implementing these.

Promoting positive behaviour

Our pupils and staff are considerate of each other and our surroundings and behave in a positive manner. The rewards for such behaviour are intrinsic. We recognise that feeling good about something you have done is a significant reward in itself. Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school family: children, staff, governors, parents and the wider community have a vital role to play, and everyone should aim to build positive relationships with each other. We believe children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect each individual to respect others, their families, culture and beliefs.

Roles and Responsibilities

As staff we will:

- Ensure expectations of behaviour are clear, explicitly taught, modelled and consistently implemented.
- Link behavioural expectations to the school rules of 'READY, RESPECT, SAFE'. These will be referred to frequently and given a high prominence.
- Use positive praise and feedback, e.g. descriptive praise linked to the school rules
- Share the praise with others.
- Recognise the power of a smile.
- Use key routines to provide a secure, caring and effective learning environment. (See Appendix 1)

- Promote honesty, respect and courtesy. This will be supported by the PHSE curriculum and as detailed on the behaviour plan (See Appendix 2).
- Explicitly teach feelings and relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair and consistent treatment for all.
- Recognise each child is an individual, beware of their individual needs, and adapt appropriately.
- Use a calm approach and give 'take up time' following the steps in the behaviour plan.
- Focus on the positive behaviour rather than give attention to negative.
- Identify those whose efforts go above and beyond expectations.
- Focus on the immediacy of the consequence rather than the weight.
- Inform parents of positive behaviour and restorative conversations.

Senior Leaders will:

- Support colleagues in setting and delivering behavioural expectations
- Be a visible presence around school at all times of the day to encourage appropriate behaviour, referring to ready, respect and safe.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations including during whole school assemblies
- Encourage use of positive notes and positive phone calls home.
- Ensure staff training needs are identified and met
- Review behaviour data to target and assess policy and practice

Parents to:

- Be aware of the school's rules and expectations
- Support staff in the implementation of the policy
- Foster good relationships with the school
- Make their child aware of appropriate behaviour
- Encourage independence and self-discipline

Using Restorative Practice

Staff have been trained in the key principles of Restorative Practice; we understand the importance of modelling positive language and behaviour. We take time to develop positive and meaningful relationships with parents, colleagues and children. Children are encouraged to take responsibility for their own actions and behaviour as well as consider the impact of their actions and behaviour on others.

Incidents 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 and repairing and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.

Following an incident, a restorative conversation will take place to support the child in understanding the harm that has been caused. (See Appendices 1 & 2) 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.

Parents will be informed of the incident and the subsequent restorative conversations and it will also be recorded on CPOMS, our confidential electronic record keeping system.

For some children extra support for behaviour may be needed. Parents may be invited on an individual basis to attend a meeting to discuss their child's behaviour at school. Additional agencies may be involved with parental consent, to identify the type of support and strategies to use.

Additional needs

We recognise that children with additional needs may benefit from a modified behaviour procedure. In line with the Equality Act 2010, reasonable adjustment will be made to ensure that SEND pupils are not treated less favourably because of their disability.

LINKS TO OTHER DOCUMENTATION & POLICIES

Behaviour and Discipline in Schools – LCC ~ Behaviour Policy Guidance for Schools

Physical Intervention Policy

Anti-Bullying Policy

Safeguarding/Child Protection Policy

MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.



Janice Adams
Deputy Headteacher
October 2022

Sue Jackson
Chair of Governors
October 2022