

# All Saints' Church of England Junior School Relationships Policy (for managing behavior)



## **Our Christian Vision: 'Working Together, Valuing Everyone, Learning for Life'**

The biblical basis for our vision is as follows: Luke 10:25-37 The Parable of the Good Samaritan. This parable underpins our ethos of love, respect, acceptance, religious tolerance, attitudes to people who are 'different', compassion, who is a 'neighbour' (including our global neighbours) and how we should we treat others.

Our relationships policy aims to work within this vision.

## **Aims and objectives**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our relationships policy is based primarily around our **distinctively Christian values**. We focus on a different value each half term; these values are explored in assemblies and are 'lived out' in the way all adults and children speak to each other and treat each other.

This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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 relationships policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good relationships, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good relationships, rather than merely deter anti-social relationships.

## **School Rules**

1. Follow instructions from all adults in school
2. Be safe in school (always keep your hands and your feet to yourself)
3. Listen to others and speak as you would like them to speak to you
4. Persevere to achieve your best
5. Take care of the school environment and the property within it

These rules are given a high profile around the school. Each class has their own classroom rules, negotiated with the pupils, and these are displayed in each classroom.

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## **Rewards**

We praise and reward children for positive behaviours in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points
- Star of the week certificates are presented in the whole school Achievement assembly on a Friday morning.
- Class teachers may negotiate a class incentive / reward system for their own classes to run in conjunction with class rules. Eg one marble put in a jar when whole class or an individual behaves positively. When the jar is full the class gets the negotiated reward.

The school acknowledges all the efforts and achievements of children, both in and out of school.

## **Sanctions:**

**Proverbs 6:16-19** reminds us that we should always talk about the actions and choices made in a situation, avoiding a child feeling as if they are judged by their actions.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

## **Peace and Reconciliation:**

All Saints' is proud to be a member of the Community of the Cross of Nails (CCN) centred around the destruction and rebuilding of Coventry Cathedral, now linked with over 200 communities worldwide.

As an ICON (International Cross of Nails) School, the ethos of peace and reconciliation is central to our approach. As part of this, we use restorative practice throughout school.

## **Restorative Justice:**

**Restorative practice is a set of principles and practice that encourages children to take responsibility for their relationships by thinking through the causes and consequences.**

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

This practice is implemented throughout school used at all levels – by class teachers and TAs, by our SENCO and by members of the senior leadership team.

In a detention, children are also encouraged to answer the questions above, enabling them to take responsibility for their own actions and relationships.

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## Sanctions for unacceptable behaviour in the classroom

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child does not follow adult instructions in class, a series of warnings may be given (see below)
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.

If children find it difficult to make positive choices then the system below is followed

1 – A verbal warning is given

2 – Their name is recorded on a proforma sheet, not visible to the remainder of the class

3 – A strike (/) is put against their name

4 - If relationships persists, a 2<sup>nd</sup> strike will be recorded and at that point the child is sent to speak to a named member of staff.

**(At all stages above, and especially at stage 4, the restorative justice approach will be used to discuss relationships and attitude choices).**

5 - If, after their return, they continue to make inappropriate choices of relationships, they are sent to the Headteacher, and are given a Headteacher's detention which will take place during lunchtime for 30 mins. Parents will be informed by telephone when a child has had a detention.

6 – If a child receives three detentions parents will be asked to participate in a meeting to discuss the situation.

**Recording will remain on the sheet for the day and will not start afresh during the day e.g after lunch.**

There may be behaviours that warrant an instant sending to the Headteacher. These include violence, bullying or the use of inappropriate language. We have a "Zero Tolerance" policy for more serious inappropriate behaviours.

These rules should be implemented consistently across the school.

## Sanctions for unacceptable relationships outside the classroom:

We have a **Playground Card System** for incidences of unacceptable relationships on the playground or field at break/lunchtime. This will be implemented by midday supervisors or teachers/teaching assistants on duty:

### **Yellow card**

If a child behaves inappropriately, is involved in play fighting, using inappropriate language, being found inside without permission and other low level behaviours – they are issued a Yellow Card and their name is put in the playground book. Entries in the Playground Book will be discussed by SLT and at staff meetings.

### **Red Card**

If a child offends again after being given a Yellow card they are given a Red card, sent to SLT member on duty and given a Head Teacher's detention. A child can be issued an instant Red card without a previous Yellow card for any form of physical assault, being rude to an adult, bullying, and more serious offences.

It is important that all offending children's names are put into the Log Book in order to monitor unacceptable behaviours carefully.

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## **Detentions:**

Usually, any detention given to a child for not following the procedures above, is led by one of the headteachers as soon as possible.

If appropriate, some children can be supported in developing more appropriate classroom relationships via the implementation of a specific Plan, which includes systems of sanctions and rewards, and timescales. Such a plan would be discussed with parents before implementation, and reviewed on a regular basis.

## ***Role of the class teacher:***

### ***Classroom management***

Teaching and support staff are responsible for setting the tone and context for positive relationships within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Teach and make continual reference to the language and tools of the 'Zones of Regulation', an approach implemented across the federation
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of relationships in ways other than verbally
  - Highlighting and promoting good relationships
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **The role of the headteacher**

It is the responsibility of the headteacher to implement the school relationships policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of relationships and behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Where there is a risk of permanent exclusion, Governors will be informed. The Headteacher will report the number of exclusions on a termly basis.

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## **The role of parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or relationships.

If the school has to impose reasonable sanctions on a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, the Governors can be contacted. If this does not resolve the issue, a formal grievance or appeal process can be implemented.

## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and relationships, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

**Fixed-term and permanent exclusions** – see Exclusion Policy

## **Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. They then need to fill in a form giving permission for it to be administered. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. (this excludes inhalers which are kept with the child)

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded. The police and social services will be informed as necessary.

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## **Off-site relationships**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school or when uniform is being worn.

## **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive head teacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Executive head teacher will also consider the pastoral needs of staff accused of misconduct.

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Links with other policies**

This relationships policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Physical restraint
- Anti-bullying

## **Monitoring and Review**

The Executive Head teacher and SLT monitor and review the effectiveness of this policy on a regular basis. Reports will be made to the Governing Body on the effectiveness of the policy and, if necessary, recommendations can be made for further improvements. The Governing Body will review the Relationships Policy every year.

The Executive Head teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

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(The appendices show the Summary of the behavior policy, with approaches for lesson time and for outside at break/lunchtime)

## Relationships Policy Outline for Staff and visitors

We have a positive relationships policy that promotes good choices in school. Classroom systems such as marble jars, raffle tickets, etc are implemented by class teachers. However, if children find it difficult to make positive choices then we follow the following system.

**1 - We give the children a verbal warning.**

**2 - We record the child's name on a sheet, not visible to other chn.**

**3 - We put a strike next to their name.**

**4 - If relationships persists, a 2<sup>nd</sup> strike will be recorded and at that point children will be sent to a member of the SLT - either Mark Jacobs in Y3 or Amy Davies in Y5.**

**If after their return they continue to make inappropriate choices, they are sent to the Headteacher and are given a Headteacher's detention.**

**Recording will remain on the sheet for the day and will not start afresh eg after lunch.**

There are always behaviours that warrant an instant sending to the Headteacher. Violence, Bullying or inappropriate language. We have a Zero Tolerance on these inappropriate behaviours.

A separate system operates for behaviour on the playground (red/yellow cards - details can be found in the playground folder).

It is important that we follow these rules as it ensures consistency throughout the school.

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## Playground Card System

### Yellow Card

If a child behaves inappropriately, is involved in play fighting, using inappropriate language, being found inside without permission and other low level behaviours - they are issued a Yellow card and their name is put in the playground book.

### Red Card

If a child repeat offends after being given a Yellow card they are given a Red card and given a Head Teacher's detention.

A child can be issued an instant Red card without a previous Yellow card for any form of physical assault, being rude to adults, bullying and more serious offences.

It is important that all children are put into the Log Book.