Behaviour and Relationships Policy

Aims

The aim of this policy is to give a clear and consistent code of conduct for promoting positive behaviour. At Fringford C of E Primary School, we promote a calm, safe and supportive environment which limits disruption and promotes a school culture where children can learn and thrive.

We believe that school behaviour policies should play an important role in fostering a nurturing environment and that a school culture needs to enable healthy social and emotional development for *all* pupils.

With this in mind, our behaviour policy clearly sets out what positive behaviour should look like and enables staff and pupils to think and act restoratively should behaviour be deemed to fall short of expectations.

Inspiration

Jesus told them another parable: "The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."

Matthew 13:31-32

A plant or a tree needs time to grow; and human relations cannot be built, nor our problems solved overnight. People too need time to grow and change. Fortunately, God is patient with us. But we must become patient with one another too.

Rev'd Professor Gina Radford

Objectives

- To establish a consistent and clear code for behaviour across all classes.
- To ensure that all members of the school community feel valued and respected.
- To ensure that all members of the school community are actively involved in promoting positive behaviour.
- To deal promptly and effectively with bullying.
- To create a positive classroom environment that enables all children to thrive.
- To use restorative conversations to help children to mend when things go wrong.
- To discuss incidents PACEfully with individual pupils when things go wrong.
- To make our school as welcoming as possible for everyone.
- To promote responsible behaviour and an awareness of others.
- To celebrate pupils' achievements and successes both in and out of school.

The basic principles of rights, responsibilities, rules and rewards apply to all our children, who will be treated equally regardless of their age, gender, ethnicity or special educational needs and disabilities.

Rights and Responsibilities

All children have the right to:

- feel protected, cared for and respected
- an education
- make mistakes
- express their own thoughts, feelings and ideas
- a clean, tidy learning environment
- time to relax and play
- be listened to

All children have the responsibility to:

- care for and show respect to others
- learn as much as possible
- learn from their mistakes
- respect the thoughts, feelings and ideas of others
- help maintain a clean, tidy learning environment
- play well with others
- listen to other people

Responsibilities of all Staff

1. To fully comply with the school's policies and procedures and ensure that other adults in the classroom do the same.

2. To inform the Headteacher of any behaviour concerns.

3. To treat all children fairly and with respect.

4. To ensure children have access to high quality leaning experiences.

5. To maintain high expectations of pupil behaviour and learning.

6. To create a safe, stimulating and pleasant environment for learning.

7. To model the expected behaviours to pupils.

8. To ensures that rewards and sanctions are used consistently and fairly.

Responsibilities of Parents

1. To support the school in the management of behaviour.

2. To be respectful to all school staff.

3. To tell school staff about anything that may affect children's work and well-being at school.

4. To establish good communication with school staff. This includes speaking to the child's class teacher if there is an issue whilst respecting other children and families.

5. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.

6. To engage with school staff, and any outside agencies as necessary, to address and review any behaviour issues with their children.

Responsibilities of Governors

1. To ensure the school has a Behaviour Policy and procedures in place that are in accordance with locally agreed Oxfordshire County Council procedures and Government guidance.

2. To support the school in the promotion of appropriate behaviour management strategies,

3. To ensure that the policies and procedures are reviewed annually or as required.

Consistent Approach

Fringford C of E Primary School uses the parable of the mustard seed as the basis for promoting positive behaviour. All children are valued as an integral part of the school community – represented by a tree. Pro-social behaviours are encouraged at all times, but should pupils behave in an inappropriate way (anti-social), they will be reminded of expected behaviours. These will be displayed in the classroom at all times as visual cues and referred to regularly by all members of staff.

We believe strongly in not shaming pupils for their behaviour. Should a child display inappropriate behaviours they will be given a verbal or non-verbal reminder, as appropriate. They will not have their name displayed or moved from one section of a display board to another in such a way that symbolises disapproval. Should the reminder not prompt an effort on behalf of the pupil to remedy their behaviour, the teacher may decide an appropriate consequence and/or escalate their behaviour concerns to another member of staff and record the incident.

For making the right behaviour choices, all the children will accrue 'golden time' at the end of each day to be used at the end of the week.

Pro-Social Behaviours include but are not limited to:

- looking at the person who is talking.
- listening to what others say.
- following instructions at the first time of asking.
- sharing and being polite to others.
- concentrating on work.
- holding doors open.
- remembering to read regularly
- handing in homework on time.
- looking after school equipment and other people's belongings.
- keeping the classroom tidy.
- displaying good manners.

- accepting learning challenges.
- being respectful.
- completing work to your best ability.

Anti-Social Behaviours include but are not limited to:

- Being distracted and distracting others.
- Talking when other people are talking.
- Moving around when asked to sit or stand still.
- Being unkind to others.
- Not looking after or deliberately damaging school equipment.
- Not sitting on your chair properly.
- Refusing to follow instructions
- Not moving around school in a sensible, safe way.
- Aggressive or violent behaviour
- Bullying or discriminatory behaviour
- Swearing or verbal abuse
- Stealing
- Vandalism

The way in which children relate to one another online can have a significant impact on the culture at school. We promote to learners that the same standards of behaviour are expected online as well as offline.

As stated by the DfE: Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable.”

In order to promote, encourage and teach positive behaviour, the following may be used:

- ‘Golden time’ reminders
- Targeted praise
- Stickers
- Certificates
- House Points
- Celebration Assemblies
- Positive behaviour displays/ posters
- Class Rules
- Pupil positions of responsibility
- Active break and lunchtimes
- School values promoted and displayed
- Regular brain breaks

There will be occasions where children’s behaviour choices require a consequence. We believe in two forms of consequence:

Protective – the removal of a freedom to manage harm

Examples:

- Limited access to outside space

- Escorted in social situations
- Differentiated teaching space

Educational – reflecting, learning and rehearsing so the freedom can be returned

Examples:

- Completing tasks
- Assisting with repairing relationships
- Restorative meetings

Logical Consequences

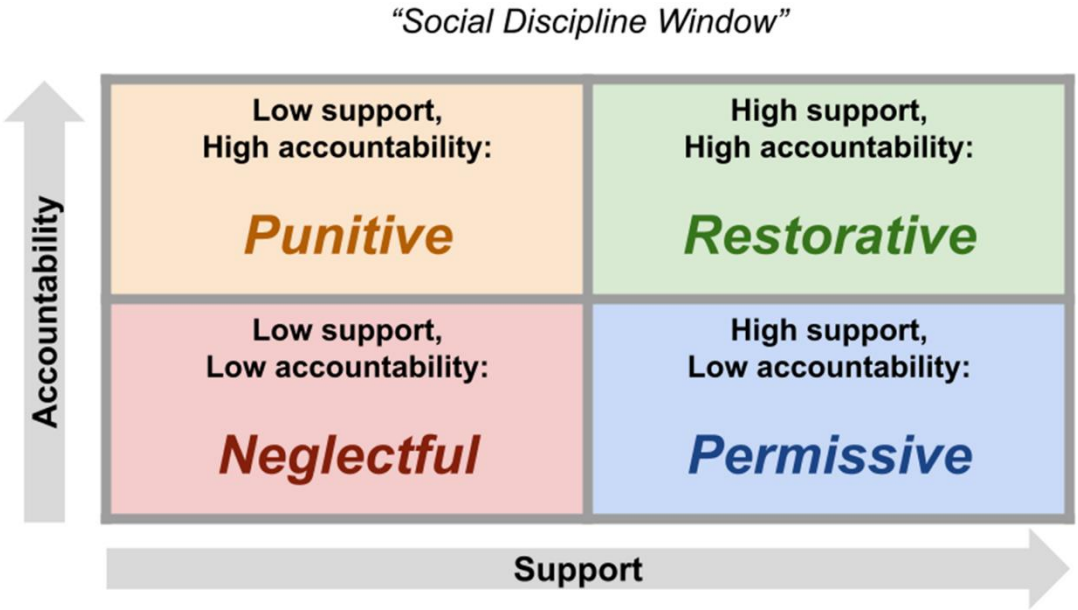
All consequences should be logical consequences. A logical consequence is a sanction that should 'fit' the offence and is applied fairly.

Fresh Start

Although persistent or serious breaches of our behaviour code require a consequence, every child must feel that every day is a fresh start.

Reflect, Repair and Restore

At Fringford, where possible, we aim to resolve behaviour incidents restoratively.



The five core beliefs of Restorative Practice are:

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say.
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour.
3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.

4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

Restorative Practice promotes empathy, compassion and understanding and works to bring a sense of closure/repair to difficult situations.

What are the five steps undertaken during a restorative conversation?

1. Unique perspective - What has happened? Start from the beginning…

2. Thoughts and Feelings - What were/are you thinking? What were/are you feeling?

3. Impact – Who has been affected and how have they been affected? What has been the hardest thing for you?

4. Needs – What do you need in order to find closure/to move forward/for things to be better?

5. Next steps - What needs to happen now?

De-Escalation

Fringford staff recognise that at times, children find their emotions difficult to manage. In these situations, we refer to the child as being 'in crisis'. Staff are trained in the principles of de-escalation and how to PACEfully reach a resolution to the incident.

De-Escalation Principles and Script

Use the child's name ⇒ "Child's name..

Acknowledge their right to feelings ⇒ I can see something has happened..

Tell them why you are there ⇒ I am here to help..

Offer help ⇒ Talk and I will listen..

Offer a 'get out' ⇒ Come with me and…"

PACE

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling.

We know that behaviour is a form of communication and children with challenging behaviour are sending adults the message that something is not right or that their needs are not being met.

At Fringford, staff understand that adults can help the child by figuring out the meaning behind the child's behaviour.

Responding PACEfully helps a child to connect with their feelings, thoughts and intentions. Connecting with children in this way de-escalates situations more quickly and increases trust between the adult and the child.

Example:

For the child whose attachment needs make it hard for them to settle and work independently:

1. Acceptance and empathy: I can see this feels too difficult to start right now, and it just feels too much

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task: I'm going to get everyone else started, and then I am going to come back to you

3. Return with PACE, using playfulness to acknowledge the big feelings: How are those big feelings now, do you think we can get going on this together?

Special Educational Needs and Disabilities

When a child is on the Special Educational Needs register, the procedure for dealing with behaviour concerns may be adapted. The adaptations will be discussed with the child and their parents/carers. The adaptations will also be clearly explained to all those who might have contact with the child in school. Whatever the adjustments, the school will still have the same high expectations of behaviour as with pupils not on the SEND register.

Exceptional Circumstance and Extremely Challenging Behaviour

Where a pupil displays consistent or extreme inappropriate behaviour, a personalised behaviour plan may be required for a limited period of time. The school may also choose to involve outside agencies to help resolve challenging behaviour concerns.

Suspension and Permanent Exclusion

It is possible that there may be circumstances where careful adherence to the behaviour policy and additional guidance has failed to be effective. In these cases, the Headteacher may decide suspension or permanent exclusion is the only option available. The guidance as set out by the Department for Education will be followed when determining whether and for how long a pupil will be suspended. This guidance can be found at:

http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

Keeping Records

It is essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher together with contributions from any other member of staff who is involved. Records will be shared with the Headteacher or other senior member of staff in his/her absence and stored securely.

Monitoring

To ensure that the Behaviour Policy is effective and being followed by all members of the school community, monitoring will be undertaken by school leaders and governors through a variety of activities, including:

- “Climate walks” inside and outside school.
- Staff meetings.
- Meetings to discuss behaviour concerns.
- Lesson observation feedback notes, including specific reference to “Attitudes/Behaviour”.
- Pupil Voice
- Surveys of staff, parents and pupils

APPENDIX 1

Written Statement of Behaviour Principles

- Fringford C of E Primary School is an inclusive school. Everyone should be free from discrimination, harassment or victimisation of any sort.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the DfE.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated.

This Behaviour Policy has been developed using the DfE advice: Behaviour in Schools (Feb 2024)