



## CARBEILE JUNIOR SCHOOL

### RELATIONSHIPS AND BEHAVIOUR POLICY

PH – May 2022

#### **Our school is invested in supporting the very best possible relationships between:**

- Parent/Carer and child
- Child and child
- Child and school staff
- Parent/Carer and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

#### **Our aim is to make school a happy and enjoyable place for everyone through:**

- Interactions that are socially engaging
- A fair approach when dealing with behaviour that is unacceptable
- Helping people/children who are being bullied
- Giving effective help to bully and victim
- A whole school commitment to stop using harsh voices, shouting, criticisms and shaming
- Providing measured interventions that help staff to get to know children better on an individual basis so that they can adjust expectations around vulnerable children
- Nurturing staff so that they feel valued and supported
- Providing high quality staff development in the art of good listening, dialogue, empathy and understanding.

#### **Further Aims**

- To encourage good attitudes to learning through high expectations and the use of Learning Powers vocabulary.
- To encourage a positive, calm and happy atmosphere where all achievements are acknowledged and valued and each person is treated fairly and well
- To have proactive teaching of social skills through RSHE and SMSC materials and modelling of good manners, punctuality and respect for others
- To encourage increasing independence, where children make choices and take responsibility for their behaviour and accept the consequences of making inappropriate choices
- To ensure that everyone is aware of what constitutes good behaviour – display of codes of behaviour in classrooms and around the school
- To establish a consistent approach to behaviour management across the school
- To use our 'Bullying Charter' to demonstrate Carbeile Junior School's zero tolerance stance on bullying. Our definition of bullying is "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

## **Our 6 Values**

Pride, Respect, Honesty, Aspiration, Kindness, Endeavour

## **Our Four Learning Powers**

Relationships, Reflectiveness, Resourcefulness, Resilience

## **Our Rewards**

Our approach to behaviour is based on the positive reinforcement of appropriate behaviour, for which children are rewarded. Rewards include:-

- Team points
- Merits
- Gold Tokens
- Proud postcards from the Headteacher
- Verbal and written praise
- Headteacher's Award (Year 6)
- Phone calls/face to face time with parents to share good behaviour.
- Golden Time
- Additional break time every week for those children who have read three times at home.
- In addition class teachers use a variety of rewards within their own classes.
- Reward charts for individual children.
- Various awards given out in assembly every Friday
- End of term trophies for exceptional achievement in a range of curriculum and extra-curricular areas.
- Headteacher's tea party every term.

## **Responsibilities and Consequences**

Our children learn that rights also bring responsibilities. Where children are choosing to ignore their responsibilities and behave in an inappropriate way consequences are given as an opportunity for the child to reassess his/her behaviour and reflect the gravity of the behaviour in question. These include:-

- Verbal warnings (first warning, second warning gets name in behaviour book, third warning child brings behaviour book to the headteacher)
- These verbal warnings could be for low level disruption in class or behaviour outside of class.
- A child can be sent with the behaviour book for one warning if the incident is serious enough.
- Privileges taken away/denial of participation in a particular task or activity
- Loss of break time/lunchtime (time spent in supervised room)
- Sent to work in another classroom (usually their partner class)
- Lunchtime staff also have a book to record behaviour in, SLT will monitor this.
- Parents contacted by teacher (home/school diary might be issued)
- Parents contacted by Headteacher

- Parents meet with Headteacher to discuss behaviour
- A warning to the pupil and a phone call home after proven reoccurring bullying behaviour or violent conduct, resulting in INTEX (an internal exclusion)
- A further phone call home after persistent bullying or further violent conduct, resulting in a fixed term external exclusion.

Whole class sanctions will rarely be used. It is very rarely a whole class who are behaving in an inappropriate manner. Individuals will be sanctioned according to their behaviour.

A restorative approach will be used after all sanctions to:

- build and strengthen community by promoting positive interactions and relationships
- manage conflict by supporting individuals in taking responsibility for their actions
- empathise with others
- repair and ultimately strengthen relationships at all levels.

### **What the Law Allows**

The school has a duty under Section 175 of the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children.

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Teachers may also discipline pupils for misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

The school has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

### **Exclusion**

On rare occasions pupils may be excluded from the school on either a temporary or permanent basis. This may happen after a range of support strategies have failed to modify a pupil's behaviour, or it may be an instant response, without warning, if the misdemeanour is serious and puts the safety of others or themselves at risk.

Sanctions are in place for unacceptable behaviour. For the large majority of pupils, this will never come into effect but it is important that poor behaviour is quickly dealt with to ensure that progression in learning and the children's enjoyment on the playground is not affected.

Therefore, any violent conduct towards another pupils or adult will follow a three warning system:

1<sup>st</sup> time = verbal warning and parents contacted

2<sup>nd</sup> time = internal exclusion (the day will be spent in partner class) and parents contacted

3<sup>rd</sup> time = fixed term external exclusion.

This same system will be employed if any children are constantly disrupting the learning of their class mates in the classroom, as this is not fair to those children who want to learn. Communication with parents will be outstanding throughout this process.

- **Fixed Term Exclusion** – Pupil removed from school for a set number of days dependent on the severity of the misdemeanour. Fixed term exclusions are normally annotated on a pupil's permanent school record.
- **Internal Exclusion (INTEX)** – Pupil removed from participating in all time tabled activities; alternative learning and supervision arranged. Repeatedly ignoring teacher instruction or disrupting other pupils' learning will result in an internal exclusion (INTEX). If a child receives 3 of these within any half term they will then get a fixed term exclusion.

In relation to exclusion from school, decisions will be made on a case by case basis. The decision to exclude will be proportionate to the behaviour and it will be lawful and procedurally fair. It will also take into consideration any contributing factors e.g. COVID-19 circumstances, bereavement, mental health, special educational needs and disabilities etc.

In all cases of exclusion we will:

- Notify parents/carers verbally
- Confirm verbal conversations with parents in writing
- Record details in the class behaviour book
- Record details in the Headteacher's log.
- Invite parents and child to a 'reintegration' meeting to reinforce values and good behaviour expectations.

#### National standard list for exclusions

- a) Physical assault against a pupil
- b) Physical assault against an adult
- c) Verbal abuse/threatening behaviour against a pupil
- d) Verbal abuse/threatening behaviour against an adult
- e) Bullying
- f) Sexual misconduct
- g) Racist abuse
- h) Theft
- i) Drug & alcohol related
- j) Damage
- k) Persistent disruptive behaviour
- l) Other

## **The following behaviour WILL NOT be tolerated:-**

- Refusing to obey instructions
- Distracting others and inhibiting their learning
- Verbal abuse
- Aggressive or violent behaviour
- Persistent unkindness to individuals (bullying)

## **Classroom Behaviour Protocol (3 warnings)**

1. Verbal warning
2. Name in behaviour book (to avoid shaming with name on the board)
3. Behaviour book brought to the headteacher.

Behaviour books will be brought to the Headteacher every time there has been an incident that is deemed serious enough and parents contacted as appropriate.

## **Special Educational Needs**

The school has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Where a pupil has Special Education Needs which are related to his/her behaviour then individual cases are discussed with the pupil, parent and teacher to try to support the child according to their individual needs – as required by the Children and Families Act 2014. In these circumstances it may be necessary to work with the County Behaviour Support Service and the Educational Psychologist. Parents will always be informed and invited to be involved with the discussion and plans. Children with SEND may not be able to achieve a behavioural norm or standard as a result of their special educational need or disability. Reasonable adjustments will be made to the expectations of behaviour and the subsequent sanctions in individual cases.

## **Power to Use Reasonable Force**

Members of staff have the power to use necessary, proportionate and reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

‘Control’ means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

‘Restraint’ means to hold back physically or to bring a pupil under control, for example when two pupils are fighting and refuse to separate without physical intervention.

Staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Five members of staff have been fully trained in 'Team Teach' to ensure that any force used is reasonable, proportionate and necessary.

All incidents of Team Teach being used will be recorded on CPOMS and in a separate log.

## **Related Documents**

Health & Safety  
SEND  
Equalities  
Anti-bullying  
Behaviour Expectations

## **Further Information**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239943/Ensuring\\_Good\\_Behaviour\\_in\\_Schools-summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239943/Ensuring_Good_Behaviour_in_Schools-summary.pdf)  
<https://www.gov.uk/government/publications/school-exclusions>

## **Policy Review**

A revised copy of the Behaviour Policy has been produced. Unless earlier revision is required, this document will be reviewed every two years. Once approved by the Board of Governors, the policy will be available to all staff and parents and stored as a hard copy by the Clerk.

Headteacher: Mr P Hamlyn

Chair of Governors: Mrs S Morton

Date: 6<sup>th</sup> October 2022

Review Date: October 2023