



Behaviour and relationships Policy

Love; Learn; Aspire; Achieve

Ready; Respectful; Resilient

September 2021

Review date: September 2022

'Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour. Keep your behaviour positive because your behaviour become your habits. Keep your habits positive because your habits become your values. Keep your values positive because your values become your destiny.'

Mahatma Ghandi

It is a primary aim of our Kingsley St John's CE Aided Primary School that every member of our school family feels valued and respected, and that each person is treated fairly and well.

It is also our responsibility as a Church of England school to help each child develop a set of Christian values, as taught by Jesus, as a pattern for their life. We, therefore, place emphasis on forming positive attitudes towards others, fostering healthy self-worth, honesty and reliability, using initiative, emphasising self-discipline and acceptance as well as restoring and enhancing our relationships. Above all, we are an extremely caring community, whose values are built on mutual trust, forgiveness and respect for all. The School's Behaviour and Relationship Policy is designed to support the way in which all members of the school can live and work together in a supportive and restorative way. It aims to promote an environment where everyone feels happy, safe, secure and loved.

This behaviour policy approaches behaviour management with a positive emphasis upon expected attitudes and behaviours. The school rules are advocated to promote good and positive relationships so that people can work together with a common purpose of helping everyone to learn.

We treat all with fairness, consistency and respect.

This policy aims to help children grow to become positive, responsible and increasingly independent members of the community.

School Values

As a Church of England School our school holds the following values:

- Honesty
- Kindness
- Forgiveness
- Trust

- Friendship
- Wisdom
- Keep promises made
- Respect the rights and property of others
- Value the differences in each other
- Treat others as they would wish to be treated
- Take personal responsibility for their actions
- Be self-disciplined
- Community
- Thankfulness

Purpose of this policy

To ensure consistency

To be fully inclusive

To be clear and to recognise the positive and accepted behaviours

Promote high self-worth

Develop respect for selves, others and property

Teach appropriate behaviour

KSJ Core Rules

- ♥ Ready
- ♥ Respectful
- ♥ Resilient

To be **READY** all in school will show the right behaviours to show they are ready for learning to begin when moving throughout school, entering the classroom, having the right equipment, managing their time well, listening and sitting well to receive instruction and showing enthusiasm for their learning.

To be **RESPECTFUL** all in school will use kindness in their speech, respect themselves for who they are, show honesty and respect for others in school, respect the school building and the resources within it.

To be **RESILIENT** all in school will foster perseverance, determination and enthusiasm for their learning and development

KSJ Approach

All adults in school are expected to set and be responsible for the behaviours in their classroom and around school.

Staff must model being ready and fully prepared for learning to take place.

Staff must be organised.

Staff must offer kind eyes and listening ears.

Staff must show respect to one another, to all visitors in school, to parents and to all children.

Staff must respect the environment and show pride in their own classrooms and displays.

Staff must show respect through a calm approach

Staff must show respect in the words they speak and the tone used.

Staff must show resilience and belief in themselves and their skills.

Staff must show safety, courage, improvement and open minds.

Staff must love the child before them and believe in their goodness and ability to succeed.

Staff must appreciate that all behaviours are communication and to show empathy and understanding of this, seeking advice from peers to support them.

Consistency

Consistency is a key aspect of our behaviour management system.

Consistent language - recognising the best conduct, identifying values displayed, celebrating the 3 key rules when applied. Also consistent in their challenge of absences of the expected behaviours 'I have noticed that...', 'I understand that you feel it is unfair..', ' I am talking about your choices..', you are better than this...' 'thank you for listening

Consistency of calm behaviours, RIP and PIP, quiet talk, 30 second intervention

Consistency of greeting pupils each day, personalised, positive, kind eyes.

Consistency of beginning sessions

Consistency of support intervention - restorative opportunities

Consistency of praise - smile board, house points, golden book

Consistency of empathy that all behaviors are communication

Absences of the expected behaviours

Whilst the focus is very much on the positive and expected standards of behaviours, there may be children with vulnerabilities or additional needs where there are absences of the expected behaviours. This will always be understood as a pupil trying to communicate their emotions.

When this happens the following will apply quietly, respectfully and with kindness:-

1. I have noticed that... (identify the behaviour that is absent) Let's see an improvement.
2. I have notice that you are continuing to (identify the behaviour that is absent again.) Use emotional currency - revert to a time when the behaviour was applied.
3. I have noticed that you are still not (absence of behaviour) this is your last chance to control the situation. If you continue there will be a consequence

(share it) I understand that... You are better than that... Thank you for listening.

After a 3rd warning behaviour will be recorded on CPOMs.

If the child feels that this is unfair, tell them you will listen carefully after the lesson, but it is learning time. If it is playtime - listen to them.

Explain that you understand how they feel. Explain that you may have to talk to others, but you are focused on their behaviour - revert to emotional currency again and remind expected behaviours.

Staff will not engage in dialogue/discussion. Will listen.

If behaviours are recorded on CPOMs 3 times in short succession (within a week as a guide) then the parents are invited in to discuss strategies for improvement. Persistent low level behaviours will also be recorded on the CPOMs system, and at this point contact will be made with the parent to ensure all are aware of persistent behaviour difficulties.

Exclusions

Are an extremely last resort and will not be sanctioned without the agreement of the senior leadership team, safeguarding governor and chair of governors (wherever possible.)

Behaviour and Coronavirus

It is accepted that during the times of a pandemic, anxieties and worries may be heightened. This is not an excuse for standards to be reduced. Keeping consistent approaches in place is paramount to the ethos and standards at our school.

Emergency PPE is located around school for pupils who may reach heightened anxiety points and demonstrate behaviours which may cause risk.

Where covid risks are heightened due to poor or heightened behaviours, parents will be called to support the child in calming the situation and removing staff from danger. Reintegration meetings will be needed and non negotiable behaviours will be agreed.

Bullying

There is no legal definition of bullying. At KSJ we define it as:-

repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- *physical assault*
- *teasing*

- *making threats*
- *name calling*
- *cyber bullying*

Bullying can happen anywhere: at school, travelling to and from school, in [sporting](#) teams, between neighbours or in the [workplace](#).

All staff must be vigilant to ensure that bullying is not taking place. We rely on parents and children to inform school staff of any instances of bullying so that it can be dealt with swiftly. Bullying of any sort is not acceptable at Kingsley St John's Primary School.

Where there may be an incident in school where a pupil's behaviours have caused harm to a peer, the peer's parents will be informed by an adult on the day that this occurs, alongside an explanation of the incident and consequences. This will ensure transparency for parents and a strengthening of confidence in the school management processes.

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. This is in line with section 550A of the 1996 Education Act. If such a situation arises the Headteacher will record the details and inform the parents. In using reasonable force, the staff should never give the impression that they are acting out of anger, frustration or to punish the pupil.

R Jones
Head teacher
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