

# St John Fisher RC Primary School Relationships & Behaviour Policy



**Headteacher: Ms. J Kenna**  
**Chair of Governors: Mrs. K. Blom**

**Agreed September 2021**  
**Review date: September 2022**

## Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring relationships between everyone showing empathy and accepting differences.
- To have a consistent approach to behaviour throughout the school, which uses positive language and behaviour management strategies, supported by parental cooperation and involvement.
- To encourage all behaviour to be understood as a way of communicating and responded to in an informed manner including exploring possible reasons for behaviour.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their behaviour and use strategies to support themselves.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness and understanding about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

### **Children's Responsibilities are:**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To listen and respond appropriately, following the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

### **Staff Responsibilities are:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To recognise and accept individuality, develop awareness of children's differing needs, and actively seek an understanding of these needs and how best to support them.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules, rewards and consequences clearly and consistently.
- To act as a good role model.
- To form good relationships with parents and carers so that all children can see that the key adults in their lives share a common aim.

### **The Parents'/Carers' Responsibilities are:**

- To make children aware of appropriate behaviour in all situations.
- To ensure their child comes to school regularly, on time with correct equipment and uniform.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

## Expected Standards of Behaviour

The expected standards of behaviour link directly to our Mission Statement, School Motto and work linked to the Rights Respecting School approach. Pupils are taught about their Rights and Responsibilities and have all helped to write charters around whole school expectations as well as individual charters for lunchtime, playtime and classes. These charters will be reviewed during each academic year so that they reflect the views, opinions and needs of the current pupils and staff.

## Rewards/Motivators

The reinforcing of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a pupil's life. Rewards/ motivators are those that are given to a pupil after he/she has behaved in a way that gains an adult's approval. For example, a pupil gets stars/stickers for completing his/her work. Rewards/ motivators are tangible and are designed to motivate positive behaviour.

### **Age specific rewards/motivators can include:**

#### In the Foundation stage (Nursery and Reception)

The prime behaviour promoted is to have '*Kind hands, gentle voices and love in your heart*'.

Children are rewarded for desired behaviours such as: good listening, solving a problem, working well with their peers etc. Children are praised, given stickers/marbles or sent to another class to share and celebrate their achievement. Children are also rewarded by becoming 'Star of the Day'.

#### Year 1:

Children are rewarded for desired behaviours such as: trying hard, completing an activity, learning their spellings, working well with others, looking after their peers etc. Children are praised and a number of interactive rewards are used.

#### Years 2-6

Praise for desired behaviour remains the most common reward. The interactive reward of Class Dojos may be introduced in Y2 and used at teacher discretion throughout the school to reward desired behaviours.

## **Whole School Reward Systems**

**House Points:** House are named after four elements: Air, Water, Fire, and Earth and have associated colours white, blue, red and green. House points are given for significant examples of desired behaviour. Coloured tokens are collected in a display at the front of the school and the House with the most tokens each half term receive a reward such as an additional 'mufti day.'

**Building Better Learning:** This was developed in consultation with pupils and links closely with the strapline from our School Motto '**Love, Learn, Achieve**'. Children and parents are given advance notice of an aspect of desired behaviour, a pupil who has exemplified this behaviour is

chosen from each class each week. They are commended in an assembly, receive a certificate, a Lego themed reward, are mentioned in the weekly 'Headlines and add a named brick to our Better Learning Building.

**Head Teacher/Deputy Head Reward:** If children work particularly hard on a piece of work they may visit/be visited by Miss Kenna/ Mrs Ellerker will be told and will visit the class to praise/ reward the pupil where they receive a sticker and a postcard will be sent home.

**Attendance and Punctuality:** each week the classes with the best attendance and punctuality are named in the weekly Headlines.

### **Behaviour that stops learning**

We recognise that all behaviour is communication. We also recognise that the needs of pupils are all different. There are always reasons why a child is unable to learn effectively and may display behaviour that stops learning. Behaviour that stops learning for an individual child can also stop the learning for other pupils.

We will respond to behaviours that are impeding learning by:

- Using non-verbal and verbal cues to refocus a pupil.
- Recognising and rewarding positive learning behaviours.
- Providing a change of activity or sensory break/learning break, if required.
- Recognising and validating a pupil's actions and feelings; ensuring that the pupil understands that their behaviour is stopping learning and encouraging them to take responsibility for their actions.

### **Consequences**

It is not appropriate to specify the consequences for each particular action. The circumstances and age of the pupil must always be taken into account. Consequences for behaviours of concern will only be used with pupils who are at an age appropriate stage emotionally meaning that they are able to exercise some control or choice over their behaviour. With these pupils adults will review what happened with the pupil and whether there was anything that could have been done differently to support the young person to understand and manage their own behaviour.

"Blanket" punishments (eg a whole class penalised for the offence of a few children) are avoided. Blanket rewards are acceptable!

We will not write pupils names for misbehaviour where other pupils can view them, however may record a 'warning' of behaviour for the teachers viewing so that pupils are aware they have the opportunity to change their behaviour.

We use a range of positive behaviour management strategies (see appendix 1)

**Age specific consequences for low level misbehaviour** (see appendix 2 for definitions)

While our focus is always on promoting positive behaviour and educating children about the choices they make, clear consequences for misbehaviour are explained to children, and used where appropriate following a consistent approach across the school. These consequences will be

only put in place after positive behaviour management techniques have been used.(see appendix 1 for strategies)

If the behaviour expectations in the classroom and around the school are not met we will use some or all of the following approaches. These approaches are not followed in a particular order:

- Give a reminder using positive language about what is expected.
- Give a personalised consequence relevant and proportional to the pupil's actions, age, emotional development stage and individual needs.
- Reduce the 'playtime' of the child.
- Ask pupil to spend a short amount of time in another class.
- Log the behaviour.
- Provide structured playtimes to support pupils who struggle to meet these expectations in the playground.
- Continuing a learning task for a limited period.
- Repeating an activity.
- A time bound community task such as collecting litter, tidying the school etc.
- Structured supervised play.
- Taking some time out to cool down
- Make a referral for support from other agency

**If behaviours that stop learning are frequent we will:**

- Inform parents/carers.
- Endeavour to understand why a child is exhibiting certain behaviours and consult with the Headteacher, Deputy Headteacher, Inclusion Manager or other agencies for advice.
- Create an individual behaviour plan/risk assessment with pupil and parents/carers which will be shared with appropriate staff and reviewed regularly
- Provide consequences that are personalised to individual pupils and focus on supporting the pupil's needs.
- Use support from individual outside agencies.

Where misbehaviour has been directed towards other pupils, consequences can also include:

- Verbal reprimand (preferably in private), with the use of a social cartoon where needed.
- Opportunity to give a structured 4 part verbal or written apology
- Restorative action
- Contact with parent

**Consequences for moderate and serious level misbehaviour** (see appendix 2 for definitions)

These must always be reported to the Head Teacher who will decide on the most appropriate course of action on a case by case basis taking all contextual details into account. These include the age, understanding and circumstances of the pupil concerned as well as if this is a first offence or a continuation of misbehaviour. The consequences below represent a hierarchical 'ladder' which can be applied at the Head Teacher's discretion as can other measures such as behaviour

contracts/plans. Should the Head Teacher feel it necessary he/she will consult with the appropriate committee of the Governing Body.

## **Consequences**

Verbal reprimand  
Opportunity to give a structured 4 part verbal or written apology  
Restorative action  
Contact with parents  
Internal exclusion  
Fixed term/temporary exclusion  
Permanent exclusion

Where a significant number of pupils in a particular class or year group have poor behaviour for learning, the Head Teacher may choose to impose a separate intervention behaviour management system.

## **Prohibited items**

Items that are prohibited in school or on school visits are: mobile phones (unless agreed by the Head Teacher and handed in to the class teacher), digital cameras, cigarettes, alcohol, fireworks, illegal drugs, legal highs, knives, weapons, inappropriate magazines, or articles likely to cause offence.

## **Confiscation**

DFE advice is that school staff can confiscate any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. It is dependent on the item as to whether this is returned directly to the child, to the child's parents, handed to the police or disposed of. Low level items causing disruption in class will be returned to the child on a first offence and to parents on further occasions.

Pupils are not allowed to bring any personal items into school apart from:

Daily: named water bottle, hat and/or coat/ lunch box

Yr 6 **ONLY** mobile phone if travelling to or from school unaccompanied. This **MUST** be handed in to the class teacher everyday.

Weekly (Y3-6) a reading book which will remain in school Monday- Friday

## **Reasonable Force/ Safe Handling**

The Education (NI) Order 1998 (part II Article 4 (1)) states;

"A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing and injury to, or damage to the property of , any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise."

Based on this legal framework the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- In the child's best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

### **Malicious, unfounded accusations against staff**

If a pupil is found to have made a malicious accusation against staff, they will be excluded from the school.

### **Non-criminal / inappropriate or bullying behaviour off school premises**

If a pupil of the school is observed, by a member of staff, or reported to the school by a member of the public, carrying out non-criminal / inappropriate or bullying behaviour, the school will contact the parent/carers of the pupil to discuss consequences of actions that will be put in place. Depending on the severity of the behaviour the consequences laid out in the policy will be carried out.

The implementation of the practices and procedures outlined in this policy is the responsibility of the staff, children and school community. This policy is written in accordance with the duties as expressed in the Equality, Safeguarding and SEN policies

Policy reviewed: September 2021

## **Positive Behaviour Management**

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback-** Acknowledge/Approve/Affirm:  
**Acknowledge** (notice and describe the behaviour), **approve** it (say why it is good) and **affirm** (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues-** hands up, finger on the lips, the "look".
- **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Thank the child** for compliance at the end of an instruction 'Pick up that paper. Thank-you'
- **Re-direction-** repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer to a disruptive pupil (where behaviour displayed makes it safe to do so) using contact at eye level and speaking in a calm, controlled and polite tone.
- **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).
- **Choices-** "There are already 3 pupils at that activity, you can do x or y - which are you going to do?"
- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".



## Appendix 2

### **Levels of Misbehaviour**

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the consequences imposed.

Low Level	Moderate Level	Serious Level
Fidgeting Play fighting Telling tales Dropping Litter Noisy e.g. talking/ calling out Failing to keep on task Leaving seats without permission Unkind remarks Bad language (one off) Non uniform/ jewellery	On-going low level misbehaviour Poor effort Distracting others Continuously unprepared for work Disregarding supervisors Threatening/ aggressive behaviour	Serious assault Vandalism e.g. damage to school property/ graffiti Physical / verbal threats made to staff Use of or in possession of prohibited items Violent outbursts verbal or physical Racist or homophobic abuse Leaving class or school without permission Stealing Persistent threatening/ aggressive behaviour

This list is not exhaustive and judgements remain at the discretion of the Head Teacher.