



Relationship & Behaviour Policy

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1. Aims

- 1.1** 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 behaviour 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 where everyone feels happy, safe and secure.
- 1.2** The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It 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.

BELONG	BELIEVE	ACHIEVE
We each belong to a family, class, school, community, a country and the world.	We believe in our ability to become the best we can be and we believe in a God who can help us to achieve anything.	We are unique and special individuals who have different talents, skills and abilities which we can share and celebrate together.

RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

St John's RULES	
R	Respect each other, your school and yourself
U	Use kind hands and kind words
L	Listen carefully to adults in school and follow instructions
E	Everyone works hard and works together
S	Strive to be the best you can be.

- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way, but we understand that all children are unique where necessary, flexibility will be considered to best meet their needs.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards and Sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate and praise children;
 - DOJO points are awarded for a range of kind acts and good work;
 - All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
 - ‘Rizzo’s Rewards’ are awarded to pupils for exceptional work and/or effort which can then be exchanged at the rewards cabinet or banked towards a bigger prize;
 - Weekly attendance prizes and incentives are used to promote good levels of individual and group attendance;
 - We celebrate 100% attendance achievements weekly through the raffle draw where the pupil receives a Rizzo Reward;
 - Highest class attendance celebrated – receiving the OWL and choice of extra privileges;
 - HOUSE – best attendance celebrated – receiving House points which leads to trips and visits.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. We do this in our weekly good work assembly, via our Twitter page, Facebook, Journal Tapestry & class DOJO.
- 2.3** 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.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we 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 continues to struggle, we will provide an alternative space in order to further support them in making the right choices.
 - The safety of children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
 - If a child threatens, hurts or bullies another pupil, the class teacher records the incident (CPOMS), and seeks support for the child.
 - Physical violence directed towards any member of staff in school will not be tolerated. If it is believed that the acts are deliberate or intentional, the consequence will be a suspension.

At St John’s, we focus on celebrating all pupils’ positive attitudes and achievements. We do this through:

- DOJO points
- Stickers
- Verbal praise
- Go and Show
- Rizzo Rewards
- Work ‘framed’
- Good work assemblies

We strongly believe that a robust home-school working relationship is crucial in supporting children at St John’s, and we ask parents to engage with us.

- 2.4** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3.0 The Role of all staff – Positive Relationships

Ideas and suggestions taken from Louise Bomber’s book “Know me to teach me”

3.1 What we believe:

- In this school we integrate Attachment Aware and Trauma Responsive interventions into our everyday practice.
- From research we understand that the toxic stress involved in ACEs impacts the nervous systems of human beings.
- From research we know that rich relational interventions can bring about recovery so that children can function well at home, school and in their communities.
- We will not discriminate how we relate to pupils in our care as we believe each pupil is worthy of our time energy and patience. We will differentiate according to need.

3.2 Who we are:

- We see it as our responsibility to be stress and shame regulators for the pupils in our care.
- We see it as our responsibility to learn all about our pupils- what they have experienced, their stressors, their calmers and their resilience factors.
- We will be wise with our words
- We will see it as more important to maintain connection with a pupil rather than proving a point or getting our point of view across.
- We see it as our responsibility to remain regulated throughout the school day taking regular quality breaks and pressing the pause button occasionally to regulate ourselves.
- We see it as our responsibility outside of school to look after our own relationship and regulation needs and to keep healthy in body and mind.
- We remember that everyone is doing the best they can with what they have lived through to date.
- We try really hard not to take rejection and personal insults personally as we know that some pupils have experienced betrayal and do not trust adults in the moment.
- We will let others know if we are struggling so that we can engage in safe quality practice.
- We will be aware of the boundaries of our skill set.
- We will identify someone we trust in our work capacity to be our professional key adult to give permission to check in on us on a regular basis in order to support our self- care.

3.3 How we will work with our pupils who have experienced relational trauma and loss

- We will know their story.
- We will provide relational buffering.
- We will allocate a key adult.
- We will prioritise spending quality time with our pupils, being physically and emotionally present, attuned, attentive and responsive.
- We will always prioritise maintaining positive relationships with our pupils whatever other demands are going on, engaging in quality moments.
- We will intentionally use warm and open faces and body language, a varied tone of voice, humour and playfulness in order to support feelings of safety and security.
- We will be curious about why pupils do what they do, wondering aloud so that our pupils have the opportunity to be curious too.
- We will not problem solve or reassure before first really communicating that we have heard what they are trying to tell us.
- We will use the **4 Rs** (Perry's Neurosequential Model of Education) and are mindful of the order needed: **Regulate, Relate, Reason, Repair**. Also acknowledging the need to revisit stages if pupil's stress levels indicate they are not ready.
- We will use **Theraplay** informed practice in our work.

3.4 Transitions

- Genuine care and a sense of them not being forgotten will be communicated.
- If the pupil needs to leave suddenly the key adult will make all necessary efforts to say goodbye by using cards.
- If an adult needs to leave school we will make sure that the pupil has a carefully thought through and staggered goodbye.
- If an adult needs to change their regular commitments, we will take all necessary efforts to communicate this change to the pupil directly and with compassion. The adult will also swap something like a pen or pencil case to help manage the separation or change of plan.

3.5 Provide Relational Repair

- We will never leave a pupil on their own after a difficulty.

- If an interaction with a pupil becomes difficult for the adult, the adult will take time out to get themselves regulated before re-engaging at a later stage.
- As adults we will always apologise directly to the pupil if we misunderstand them.
- If something needs to be repaired we will join in too even if we don't consider the difficulty to be our own personal responsibility.
- If there is a tension build up in the classroom we will ensure we check in with our assigned pupil to reassure them.
- If something goes wrong we will seek understanding from the pupil themselves rather than making our own assumptions.

3.6 Our aims include supporting all pupils to:

- Function well at home, school and in their communities.
- Experience safety, security and stability in our care.
- Reduce their blocked trust.
- Increase their comfort zone.
- Increase their stress tolerance.
- Increase their self-awareness.
- Strengthen their sense of self.
- Increase their internal controls.
- Strengthen their resilience.
- Feel confident and secure enough to explore, experiment, be curious and open to learning.
- Develop a personalised tool kit that will support them to move from alarm to social engagement.
- Integrate their past experiences into a coherent narrative.

3.7 We will measure effectiveness by:

- Checking attendance data.
- Using the Boxall Profile.
- Seeking the pupil's own views about their mental health and wellbeing.
- Logging how many times SLT have to deal with serious incidents.
- Measuring their learning progress, in comparison with themselves not their peers.
- Logging any transitions made between classes or schools mid-year.

4.0 The Role of the Principal

4.1 It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour 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 Principal to ensure the health, safety, and welfare of all children in the school.

4.2 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Principal keeps records of all reported serious incidents of misbehaviour.

4.4 The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5.0 The Role of Parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support

them.

- 5.3** We expect parents to support their child's learning, and to co-operate 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 immediately if we have concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6.0 The Role of Governors

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.
- 6.2** The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

7.0 Suspensions and Permanent Exclusions

- 7.1** Only the Principal (or the acting Principal) has the power to suspend/exclude a pupil from school. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a suspension into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the Principal excludes a pupil, he informs the parents immediately, giving reasons for the suspension. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3** The Principal informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.
- 7.4** The governing body itself cannot either suspend a pupil or extend the suspension period made by the Principal.
- 7.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.
- 7.6** When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

8.0 Monitoring

- 8.1** The Principal monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 8.3** The Principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4** It is the responsibility of the governing body to monitor the rate of exclusions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed every two years by the Principal.

9.0 Links with other policies

This policy is linked to our:

- Anti-Bullying Policy
- PSHE/SRE Policy
- Child-on-Child Abuse Policy
- E-Safety Policy
- British Values Statement