



Name of School: **Earls Barton Primary School**

Committee/ Person(s) Responsible: **Inclusion Governors**

Inclusion Manager

Distribution : **Governors/ staff/ website**

Adopted date :

Review date:

Document Reviews

Version	Inclusion Governors	Adopted Full Govs	Comments	Initial
1.0				



Relationships and Behaviour Policy

The governors and staff of Earls Barton Primary School are committed providing an education of the highest quality which is relevant and challenging, set in a nurturing, secure, stimulating environment in which all individuals feel respected and valued, enabling them to attain their optimum potential.

Our Vision

Our school community will be happy and will support each individual to achieve their potential. We aspire to instil self-belief, resilience and an appreciation of our diverse world.

School Values

- Respect
- Kindness
- Honesty
- Self Belief

Aims

At EBPS we will:

- Provide a safe and nurturing environment
- Build positive relationships
- Have high expectations of the way we present and conduct ourselves
- Use a restorative justice approach to foster appropriate behaviour
- Respect and value other cultures and beliefs and uphold British Values
- Provide opportunities to grow socially, emotionally, spiritually, morally and physically
- Develop positive attitudes to new ideas and learning
- Promote collaboration and co-operation
- Encourage perseverance to achieve success
- Encourage everyone to be the best that they can be
- Provide outstanding learning opportunities for all
- Provide an environment that is stimulating and vibrant
- Provide a motivating, engaging and challenging curriculum
- Foster curiosity and a love of learning
- Ensure all children receive their full entitlement to the whole curriculum
- Identify and action additional support where appropriate
- Develop abilities to investigate and problem solve



Positive Behaviour Management

We support our behaviour expectations by acknowledging and rewarding good behaviour and using sanctions when unacceptable behaviour occurs. Parents are requested, prior to their child entering school to read and sign the Home/ School Agreement (appendix 1) which outlines our behaviour expectations and sanctions. We aim to work in close partnership with parents to support positive behaviour choices. To encourage children to make the correct behaviour choices we will support children to:

- Respect, value and care for each other
- Learn the value of friendship
- Develop a sense of self-discipline and an acceptance of responsibility for their own actions
- Respect school resources and the belongings, both their own and those of other people.

We will achieve this by:

- Recognising and acknowledging good behaviour through positive encouragement incorporating the use of;
 - Smiles and positive body language
 - Praise, praise and more praise
 - Awarding of class merits and house points
 - Wow Wednesdays – celebrating identified children who demonstrate the core values of our school
 - Visiting the Head Teacher or other members of the Senior Management Team
 - Bartonian Award

We firmly believe that:

- Children can learn good behaviour if it is modelled and explained to them
- The best way to reinforce positive behaviour is through highlighting good behaviour
- Addressing inappropriate behaviour should be done promptly where it impacts adversely on classroom/school management or where it contravenes our school values
- That when home and school work together with a consistent approach, children will quickly learn what is acceptable behaviour



We have high expectations of the way in which all members of the school community behave towards one another.

Expectations of children:

- Have the highest standard of politeness and courtesy
- Respect for all other members of the school community, their beliefs and values
- Respect for property of the school and others, including the wider community
- Try your best at whatever you are doing
- Get on well with each other, listening to others viewpoints and helping each other whenever possible

Expectations of staff:

- Be the role model reinforcing positive behaviour
- Relate to children and each other in a calm and quiet manner. We do not shout at children
- Trust, listen, encourage, praise, and respect every child and each other
- Treat everyone with courtesy
- Be consistent, positive and show that we care
- Recognise children's fears and individual challenges they may face
- Do not jump to conclusions, but deal with each incident afresh using the school restorative justice approach (appendix 2)
- Do not humiliate children
- Do not use group punishments to highlight the behaviour of the individual
- Give access to the full curriculum at all times, not using it as a sanction (i.e. missing PE)
- Do not use extra work as a punishment (e.g. additional mathematics over and above what was expected of the individual child in the lesson)

All children in school have:

- the right to feel safe
- the right to be listened to
- the right to learn
- the right to be treated with respect
- the right to feel valued

All adults in school have:

- the right to feel safe
- the right to be heard
- the right to teach and support learning effectively with few behaviour problems
- the right to be treated with respect
- the right to feel valued

Parents have:

- the right to feel safe



- the right to know that their child is safe
- the right to know that their child is being taught and will receive support when necessary
- the right to know that their child is treated with respect
- the right to feel valued
- the right to express their views
- the right to be treated with respect.

Occasionally children may forget our expectations of behaviour and be inconsiderate towards others. Everybody at Earls Barton Primary School has agreed to try and prevent this from happening by;

- using the 'teacher look' to warn children their behaviour is unacceptable and that they must do something to change it.
- verbally reminding children of the expectations
- depending on the individual the use of a light 'supportive touch'
- noticing and commenting on good behaviour when it occurs

Occasionally this may not be enough and further sanctions may be deemed to be necessary. Children will be encouraged to reflect on undesirable behaviour using a Restorative Justice approach. Whenever possible, sanctions will incorporate logical consequences to the behaviour demonstrated. Certain behaviours will be recorded and monitored weekly by the Inclusion Team to identify children who may require additional support in regulating their behaviour. Sanctions to be used within school include the following:

- Orange Card
 - To be used after two verbal warnings have been given for low level disruptive behaviour. Orange card to be given followed by a reflective conversation on the same day. Warnings and orange cards can be given by lunchtime staff as well as teaching staff. This behaviour is recorded and the child may be moved to a different part of the classroom or location.
- Removal to parallel class
 - If poor behaviour continues a further two orange cards may be given in a day and the child removed to an agreed parallel classroom. Behaviour is recorded.
- Red Card
 - If a further orange card is issued then this results in a red card. In severe cases a child may be issued with an immediate red card. Red cards can be issued by all classroom based staff. When a red card is issued the classroom teacher informs parents at the end of the day and the child is given a reflection sheet to complete at home with their parents. See appendix (3). Where parents do not collect the child at



the end of the day the class teacher will make a phone call to the parents and the reflection sheet put into the child's book bag. Both parents and child will sign the sheet and return it to school the next day. The slip will be kept for future reference.

- 5 Red Cards
 - Where a child receives up to 5 red cards in a long term (e.g. Autumn, spring or Summer) the Head Teacher is informed and a meeting will be held with the child's parents. Support put in place will include agreed strategies for use at school and home. Improvements will be expected as a result of this communication. All children are individuals and there may be rare occasions that this time scale is amended to meet the needs of the child.

In very rare cases it may be necessary to exclude a child for a period of time. Exclusion may be short term or permanent but will only ever be considered after all other possible avenues have been explored. Exclusion would be carried out in accordance with LA guidance and reported to the Local Authority. This would also be recorded in the child's confidential pupil profile along with further details of the incident. Very careful arrangements will be made to ensure that any child returning to school after a period of exclusion is helped to behave appropriately.