



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

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

Inclusion Manager

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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 Aims and Values

We will promote the highest levels of citizenship so that children can go forward with an independent love of learning and a tolerant appreciation of others that will stand them in good stead for the rest of their lives. We will achieve this by having the following values at the core of our ethos:

School Core values

- Self belief
- Honesty
- Respect
- Excellence
- Kindness

Positive Behaviour Management

We support our behaviour expectations by acknowledging and rewarding good behaviour and using sanctions when unacceptable behaviour occurs as per the Good to be Green system (appendix 2). 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



- Implementation of the Good to be green system from half term Spring 2020 – (see appendix 2)
- Awarding of 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
- 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 the property of the school and others, including the wider community
- Try their best at whatever they are doing
- Get on well with each other, listening to others viewpoints and helping each other whenever possible

Expectations of staff.

All teaching staff are expected to adhere to and follow the 'Teachers Standards' (DfE June 2013). Teaching staff must adhere to the terms and conditions outlined in the school teachers pay and conditions document (STPCD). Modelling good behaviour is an essential part of the adult's role in a school. Teachers, support staff, volunteers and visitors are expected to conduct themselves appropriately as befits their role in our school. In particular the expectations of all adults in the classroom are:

- 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 3)
- 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 as per the Good to be green system which is shared with all stakeholders



and must be applied consistently by all staff. Children will be encouraged to reflect on undesirable behaviour using a Restorative Justice approach. Rewards and sanctions will be recorded in each class and this is monitored by the Behaviour Support Worker to identify trends and patterns and to identify children who may require additional support in regulating their behaviour.

In very rare cases it may be necessary to exclude a child for a period of time. A fixed term exclusion may be used for a one-off breach (or persistent breaches) of the school's Relationship and Behaviour Policy. A Permanent Exclusion will only happen in response to a serious one-off breach or persistent breaches of the school's Relationship and Behaviour Policy and will only be used as a last resort after all other possible avenues have been explored. Exclusion would be carried out in accordance with the DfE statutory guidance*, and LA guidance and will be 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.

* 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017).

Addendum; CoronaVirus (April 2020).

The outbreak of Coronavirus presents all schools with unique challenges which include children working in smaller groups or pods and being asked to maintain social distancing measures as far as possible. Earls Barton Primary School will introduce new rules to help us keep everyone safe, these will be shared with staff, parents and to the children. These rules will be implemented to help keep everyone safe. Children will continue to be rewarded or sanctioned under the existing Good To Be Green system during the partial closure and the phased reopening of the school.

Serious breaches of these rules, for example consistently and deliberately ignoring staff instructions to maintain social distancing or deliberately coughing or spitting at another child, may result in the issuing of coloured cards, the child being removed from their class or even, as a last resort, excluded from school.



Appendix 1



HOME-SCHOOL AGREEMENT

Child's Name:.....

The governors and staff of Earls Barton Primary School are committed to 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.

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School Values

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- Honesty
- Respect
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- Kindness



The Agreement

The School has the responsibility to...

- teach the children about their rights and responsibilities, our school rules and our school values in relation to their daily lives
- treat all adults and children with respect
- be open and welcoming and offer opportunities for parents to become involved in the daily life of the school
- encourage children to do their best at all times
- provide a broad and balanced curriculum
- encourage children to have respect for people and property and follow the school's Anti-Bullying and Relationships and Behaviour policies
- keep parents informed about school activities through regular newsletters
- keep parents informed of progress at regular parents' evenings
- deal sensitively and safely in the matter of photographic/film publishing that includes images of children following appropriate recommendations where required
- provide an inclusive ethos which fosters warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence

The Parent/Carer has the responsibility to...

- make sure the child arrives at school on time, well prepared and ready to learn
- make sure the child attends regularly and provide an explanation as soon as possible when a child is absent
- avoid taking holidays during term time
- attend Parents Evenings to discuss their child's progress and support the child in opportunities for learning at home
- be respectful when communicating with, or about, the school
- help and encourage their child to do their best and have pride in all they undertake, including homework



- support the schools' policies including the Anti-Bullying and Relationships and Behaviour policies
- take responsibility for school property and pay for the replacement of lost or damaged items
- consent to their child taking part in "local" walking trips, which support the curriculum
- make the school aware of any concerns or problems that might affect their child's work or well-being
- make the school aware if anyone different will be collecting their child at the end of the school day
- ensure that social media is not used to make comments which could have a negative impact on the reputation of the school. Feedback about our school, our staff or our pupils should be brought to the attention of the appropriate member of staff in the order Class Teacher, Phase Leader, Deputy Headteacher/Head Teacher, Chair of Governors.
- ensure that photographs/videos of children at school events, other than those containing images of their own child alone, are not uploaded to social media/networking sites as this is not in line with our child safeguarding procedures

The Child has the responsibility to...

- respect other people's individuality
- accept responsibility for their actions
- ensure that they take home all school letters
- ask for help and to do their best in all that they undertake, including homework and school work
- follow the school rules linked to our values
- speak to a school adult if they have any worries

Together we will:

value one another as partners with our children
listen to and support each other in our aim to provide the best education for our children

Signed :

DRibbins

Headteacher



Signed: Parent/Carer

Signed: Child

Date:



Appendix 2

GTBG at Earls Barton Primary School

From January 2020 we trialled a new reward and sanction system, following positive feedback from children, parents and staff, this was then refined at the midway point during the Spring term 2020. This has been adopted because we are looking at providing far more opportunities for our children to be rewarded, providing a more consistent, transparent and therefore fairer system for our children.

The system is based on the 'Good to be Green' scheme which is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code (see our Relationships and Behaviour Policy).

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of positively implementing our high expectations of positive behaviour and offering many opportunities to reward good behaviour.

Every child starts their day and each session on a positive note with a green card displayed in their pocket of the Class Chart (no individual names are displayed on the class chart, children are identified by an avatar or a number known to the child and the class teacher). The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a House Point. Children may move up to a bronze, silver or even a gold card though really good behaviour. Being moved up to a bronze, silver or gold card is rewarded with additional house points. These points are added to the child's own personal 'account'. A series of certificates are awarded at 75, 150, 250, 350 and 450 points.

If, during the day, in lessons, or at break or lunchtime times, a child has to be warned of inappropriate behaviour, or has broken a rule (see the tables below), then a blue card will be displayed over the top of the green card. The blue card gives the child the opportunity to reflect, consider, review and improve their behaviour. The member of staff involved may choose to return the blue card back to green if the child has improved their behaviour. If a blue card has been given for something where there is no time for the behaviour to be improved, e.g. lining up inappropriately, then the staff member can decide that the child can reverse the blue card the next time there is the opportunity, such as the following time they line up at the end of playtime/lunchtime.

Above a blue card is a yellow card. A yellow card cannot be changed back to green. Having said that for many children the thought of moving a child onto a blue, yellow or red card serves as a deterrent!

Blue, yellow and red cards are given with reference to the table shown below, copies of this table are displayed in each classroom and around the school. This provides us with consistency through the school.



Persistent poor behaviour could result in a monitoring report being used. If a child is issued with three yellow cards or two red cards in one half term then we will use a monitoring report so that we can help and support the child address poor behaviour. In extreme cases of poor behaviour, the school will consider having the child work away from other children for a half day or longer. Fixed term and permanent exclusions are only ever used as a last resort.

Blue Level 1	Yellow Level 2	Red Level 3
	<i>Repeated offences from Level 1</i>	<i>Repeated offences at Level 2</i>
Persistent calling out	Answering back	Using bad language
Lack of respect for the environment (buildings etc)	Refusal to comply	Taking things that don't belong
Running in corridors	Damage to other people's property	Bullying
Calling out in class	Leaving the lesson without permission	Racist or homophobic behaviour/language
Ignoring staff instructions		Deliberately hurting another child
Low level disruption (both in/out of class e.g. out of seat)		Abusive behaviour
Name calling/teasing		

Blue Level 1	Yellow Level 2	Red Level 3
<p><i>Pupil to speak with adult at the end of the session.</i></p> <p><i>A blue card can be reversed to a green card during a session by good behaviour.</i></p> <p><i>If still blue at the end of the session this is recorded on the pupils Pastoral Log and parents informed at the end of the day.</i></p>	<p><i>Pupil to see class teacher/Phase Manager at break or lunch for minimum of 10+ minutes. Parents informed at the end of the day</i></p> <p><i>x3 yellow cards in same half term = On report for a week to Class Teacher/Phase Manager.</i></p> <p><i>Repeated on report to DHT/HT</i></p> <p><i>Parents informed and invited in to school.</i></p> <p><i>Recorded in Pastoral Log.</i></p>	<p><i>Pupil to see Phase Manager/SLT at lunchtime for a minimum of 20+ minutes. Parents informed and invited in to school to discuss further strategies.</i></p> <p><i>x2 red cards in same half term =on report for a week to Class Teacher/Phase Manager.</i></p> <p><i>Repeated 'On report' if needed to DHT or HT.</i></p> <p><i>Parents informed and invited in to school.</i></p>



Appendix 3



Restorative Justice

As part of our Relationships and Behaviour policy within school we promote a restorative approach when supporting children with their behaviour choices. Research has shown that restorative practices promote inclusiveness, relationship-building and problem-solving.

It brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community. Instead of an automatic sanction, pupils are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. Restorative Justice can also be used as a proactive strategy to create a culture of connectivity and care where all members of the school community can thrive.

Immediate sanction policies may seem like the answer to bad behaviour in the heat of the moment, but research has proven this is not the case. This short-term fix is based on fear. It focuses only on the rule that was broken and the punishment deserved. Instead of trying to make things right, it responds to the original harm with prescribed sanction. It doesn't get at root causes, doesn't try to repair the damage to relationships, and fails to prevent recurrence.

The approach has three distinct stages: - finding out what occurred, discussing the impact of words or actions and finally taking responsibility. School staff have received training and guidance to ensure consistency across the school when using this approach.