



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

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

Inclusion Manager

Distribution : **Governors/ staff/ website**

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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 Values

- Respect
- Kindness
- Honesty
- Self Belief

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 and a further orange card needs to be given in an age appropriate time period then the child will be removed to an agreed parallel classroom. Behaviour is recorded.

- Red Card
 - If poor behaviour continues 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 school staff. When a red card is issued the classroom teacher informs parents at the end of the day. Where parents do not collect the child at the end of the day the class teacher will make a phone call to the parents. Behaviour is recorded and an appropriate consequence is given.

- Multiple Red Cards
 - Where a child receives multiple red cards the Inclusion/Pastoral Lead 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.

For all children everyday is regarded as a 'Fresh Start'. However for our younger children, and for those with identified behavioural needs, this timescale will be reduced accordingly.

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.