



BEHAVIOUR AND RELATIONSHIPS POLICY

	Print Name	Signature	Date
On behalf of Headteacher	Simon Cotterill	Agreed at Governors Meeting	23 rd January 2024
Ratified by Governing Body	Darren Abbott/Irene Ridgers	Agreed at Governors Meeting	23 rd January 2024

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Aims

At New Scotland Hill Primary School and Nursery, children, staff and parents work together to foster a positive and inclusive environment, creating mutual respect within a calm, safe and happy school. Our aim is for all within our school community to enjoy *'living and learning together'*.

We aim to promote good behaviour through positive relationships between all within school. In doing so, this creates an environment rooted in *respect for ourselves, for each other and for our school*.

Everyone, children, staff and parents/carers has the right to feel safe at our school. Children have the right to learn and to be treated fairly; staff have the right to be able to teach without disruption; parents/carers have the right to know that their children are safe, happy and fulfilling their potential at school.

This ambition is achieved through:

- Developing strong positive relationships and a sense of belonging for all stakeholders within the whole school community
- Agreed, consistent expectations for everyone: pupils, staff, parents and governors
- A commitment to our children's personal, social and emotional development
- Promoting equity of opportunity and the welfare of pupils and staff throughout our school, therefore eliminating any form of discrimination or harassment
- A commitment to improving outcomes for all pupils

Children at New Scotland Hill will have the right to develop:

- Self-respect and self-confidence
- A love of learning and the ability to work with a sense of pride and aspiration
- Emotional literacy skills through empowering them to display self-control and take responsibility for their behaviours
- An understanding of the impact of their actions on others and recognise how positive behaviours lead to stronger relationships
- Valued friendships and respect for others

Parents/Carers at New Scotland Hill will have the right to:

- Be confident that their child is developing personally, socially and academically
- Know that support is there if they need it, without judgement being made
- Be informed through appropriate channels, respectfully, about any issues or concerns affecting their child
- Know that they can speak with an appropriate member of staff if they have concerns over their child's behaviour or the impact of the behaviour of others on their child
- Feel part of an inclusive school community, where they are valued and make a difference

Responsibilities

Everyone at our school has the responsibility to ensure that our school vision and ethos is at the heart of all that we do.

Staff will:

- Develop positive relationships with pupils in all aspects of their lives
- Recognise and celebrate individuality in our pupils and treat them fairly and with respect
- Celebrate positive behaviours for all children
- Recognise that behaviour is a form of communication and to understand how each child's individual context is part of their 'bigger picture'
- Support pupils in understanding the impact of their behaviours and promote positive choices and interactions
- Build relationships with the school community

In being positive role-models for our children, staff will:

- Plan and organise both the classroom and learning to stimulate and engage children, minimising the opportunities for disruption due to factors such as: boredom, low self-esteem and confidence, poorly-matched task-design, inability to access tasks due to low levels of Literacy
- Thoughtfully consider: classroom layout and seating plans (including where specific groups and individuals are seated within the classroom), groupings, how support-staff are effectively directed
- Provide a challenging, stimulating and relevant curriculum in order to raise pupils' self-esteem and develop their full potential
- Speak courteously with pupils at all times
- Communicate effectively and sensitively with Parents/Carers, proportionately, never publicly, and always with the aim of supporting the child
- Speak discretely and sensitively about children, not publicly or with children present, maintaining professional standards at all times
- Display the standards of timekeeping and tidiness expected from pupils
- Positively interact with children beyond their lives in the classroom (eg. at the gate, on the playground, around the corridors, at lunch, within extra-curricular activities)
- Create clear expectations and simple rules within classrooms and around school which are followed fairly and consistently; follow the 'flow-chart' for applying consequences and escalating behaviour concerns/issues consistently, promptly and effectively
- Be self-aware; control their own behaviour, including body-language, stance and tone of voice

We expect a positive attitude from children at all times, including: in lessons, in assemblies, during transition times, on the playground, in the dinner hall, during school outings and journeying to and from school.

Children's responsibilities in school are that:

- We respect ourselves, each other, our school and our community
- We care for our environment and develop respect for our school building and grounds
- We try our best, work hard and learn from our mistakes
- We will take ownership of our behaviour, reflect on our actions and try to make better choices in the future
- Use the support, including resources, strategies, spaces and people, to help us manage emotions and feelings
- Take responsibility and be positive role-models for our classmates, peers and children across the school
- Display positive learning behaviours; we work collaboratively whilst also developing independence and resilience
- Listen carefully and not interrupt others, share and take turns, look after our own and other's belongings
- We are kind, polite, helpful
- We will do as asked by adults and follow any instructions given
- We are aware of others' feelings; we treat other people the way we would like to be treated.
- We show honesty and integrity

The parents' responsibilities are to:

- Show an interest in all that their child does in school, whilst encouraging independence and responsibility
- Foster positive and open relationships with the school
- Appropriately use the channels of communication made available by school; communicate respectfully, including when sharing a concern or complaint
- Endeavour to support the professional judgements and decisions made by staff regarding behaviour
- Support the school in the implementation of school policy, through the Home/School agreement
- Model good behaviour and act as positive role models at all times, in keeping with our expectations in school

We all remember that: positive role-models have the greatest impact on our children and their behaviour.

Rewards:

Positive rewards are vital to creating a culture and environment within school rooted in mutual respect.

Consistent, whole-school rewards include:

House Points: awarded for good work, positive learning behaviours, following expectations in class and around school. Weekly and termly rewards are given to the houses with the most points.

Raffle Tickets: awarded by all adults around school to children displaying respectful behaviours. Half-termly, 2 children per yeargroup are picked out for a Headteacher reward.

Certificates/Badges: presented by the Headteacher when children are sent to share positive experiences in the classroom and around school. Children are awarded: certificate, bronze, silver, gold, platinum and special award as they re-visit the Headteacher to celebrate achievements.

Headteacher Awards: Nominated by staff; children are presented these in celebration assembly with parents invited. These celebrate all aspects of school life and are awarded bespoke to the skills, talents, interests and achievements of the child.

Sanctions and Consequences:

Creating a positive environment and culture is crucial to children's behaviour in school. At times, the positive strategies implemented may not be effective and instances of negative behaviour will occur. It is always stressed that it is the behaviour that we do not tolerate or accept, not the child. We will always strive to find positive strategies to implement to support children in changing behaviour. Sanctions and consequences must be applied consistently in order to do this. All staff will follow the agreed procedure when behaviour is inappropriate:

1. The behaviour will be acknowledged by a member of staff
2. The pupil will be reminded verbally of the agreed acceptable behaviours and expectations in school and what constitutes appropriate behaviour
3. The pupil will be given the opportunity to make a good choice which will improve the behaviour and be told of the consequence for their actions should they choose to ignore it
4. Consistently follow the 'flow chart' if behaviours do not change
5. All behaviour incidents will be recorded on CPOMS and analysed for patterns and trends by the SLT on a regular basis; an overview of these is reported to Governors at each FGB.

Where more significant and serious behaviours are displayed (such as disruptive behaviour, damaging school property, use of inappropriate language, physical causing harm or threatening other children/staff, refusal to do as asked by a member of staff, as examples), staff may use their judgement to escalate incidents to the SLT immediately.

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When dealing with a range of behaviours, the following will support the judgements made on how best to deal with this:

Behaviour/Incident	Who deals with?	Consequences/Follow-up/Sanctions
Low-level incidents, eg: - Disruptions in class (eg. Calling out, messing around, distracting others) - Breaking minor rules (eg. Running in corridors, crossing boundaries outside)	Class Teacher If behaviour doesn't change, referred to wider SLT members For repeat or regular incidents/no change in behaviour, referred to DHT	At class teacher's discretion: - Stay in to complete work - Teacher to keep child in to discuss incident/disruption The above should be proportionate to the child/age/incident If referred to SLT member, reflection sheet should be completed. Teacher to inform parents of repeat/ongoing incidents/concerns.
Refusal to do as instructed by member of staff/ignoring member of staff Break/Lunchtime incidents: - Fall outs - Inappropriate play - Inappropriate behaviour in lunch hall Lower-level versions of behaviours in box below	DHT (or SLT in absence)	Reflection sheet completed Appropriate follow-up sanction: - Time out from current break/lunchtime - Time out from/loss of further break time(s) - Letter of apology to member of staff/child - Structured monitoring and check in with HT Parents informed by teacher/DHT, as agreed by staff in consultation.
Significant behaviours: - Damaging property - Stealing - Swearing - Fighting - Deliberate or pre-meditated physical acts (punching/slapping/kicking) - Bullying - Racist/sexist/homophobic language* - Incidents outside of school - Refusal to do as requested by staff - Disrespectful behaviour towards staff	HT (or DHT in absence)	Appropriate follow-up sanction: - Removal from current break/lunchtime - Loss of further break time(s) - Letter of apology to member of staff/child - Structured monitoring and check in with HT Relevant policies followed regarding significant behaviours and implications for more significant sanctions/consequences (including exclusions). Parents informed by HT, or teacher/DHT if investigated and deemed less significant

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Our inclusion team will work alongside staff to look at the reasons for negative behaviours and patterns in behaviour that emerge. Appropriate support will always be implemented to support children in addressing issues in school. We will always identify reasons for behaviour and analyse trends and patterns: these may be linked to crisis, modelling, lack of self-control, deliberate, conscious acts.

*When dealing with instances of racist language, behaviour or other discriminatory behaviours, please see additional guidance

Repeated or Persistent Misbehaviour

When there is repeated or persistent misbehaviour, the teacher in the first instance will make informal contact with parents. If, following discussion, the behaviour persists, parents will be invited to a meet with the class teacher/SLT to discuss their child's behaviour. Where necessary, a programme of support will be put in place to support and encourage positive behaviour. This will be reviewed as necessary.

Exclusion

Pupils may be suspended for physical, extreme verbal or racial abuse, sexual or drug related abuse, vandalism, theft or persistent disruptive behaviour. In these cases, DfE and Bracknell Forest Council guidelines will be followed. In the event of a child being suspended on a fixed term basis (e.g. for a fixed number of days) the Chair of Governors will be informed and this will be included in the Head teachers report to governors.

The Right to Search a Pupil

In accordance with the Education Act 2011 the school has the right to search a pupil with or without consent in certain circumstances. Any search carried out will be done by a member of staff of the same gender as the pupil and will be witnessed by another member of staff.

This policy should be read in conjunction with the following school publications:

- Our School Agreement
- Equal Opportunities Policy
- Anti-Bullying Policy Inclusion Policy
- Physical Restraint/Positive Handling Policy

This policy may be adapted and amended as and when required, as emerging patterns and trends in behaviour are recognised. Any changes and reviews will be communicated to the Governor responsible for Behaviour and Well-Being, as well as updating the Full Governing Body via HT reports to the FGB.