



Relationship and Behaviour Policy

At Creswell C of E Infant and Nursery School we encourage children to be independent, resilient and respectful learners. We all work towards our school mission statement:

- R**espect each other
- A**im to achieve
- I**ndependent learning
- N**urture your belief
- B**e the best you can
- O**wn everything you do
- W**orking together
- S**afe and true

All Children are expected to follow our Golden Rules

Golden Rules are displayed in all areas of the school and referred to regularly to reinforce positive behaviour, give rewards and sanctions if necessary.

Our Golden Rules are:

We are gentle - we do not play rough games or hurt others

We are kind and helpful - we do not hurt anybody's feelings

We are honest - we do not cover up the truth

We work hard - we do not waste our own or others' time

We look after property - we do not leave things on the floor or waste or damage things.

We listen carefully - we do not shout out or interrupt

The role of all school staff

It is the responsibility of all staff to develop a respectful and caring relationship which supports children to understand and follow the school rules throughout school. A positive approach is the first approach, ensuring that positive behaviour is encouraged and recognised. We have high expectations of the children in our school and treat all children fairly with respect and understanding. We strive to enable all children to work to the best of their ability by providing a safe and positive learning environment and ensuring that all children's individual needs are met.

Children can expect:

- Meet and greet at the door by a member of the class team
- Learning which engages and challenges and meets the needs of all learners
- Calm, respectful and caring tone of voice and attitudes from all adults

- Get to know children
- A calm, quiet, well organised classroom
- Reminders of golden rules to prevent misbehaviour
- All misbehaviour followed up consistently and in line with this policy

The role of the Head teacher

It is the responsibility of the Head teacher to implement the school Relationship and Behaviour policy consistently throughout the school, ensuring the health, safety and welfare of all children and staff in the school. The Head teacher keeps records of all reported incidents of misbehaviour and bullying on our school recording system (CPOMs) and is responsible for reporting to governors, when requested, on the effectiveness of the policy. Misbehaviour is reviewed in Weekly Senior Leadership Meetings to identify and address risks and ensure that appropriate support is provided for children and staff.

The Head teacher (or senior member of staff in charge, in consultation with the Head teacher) has the responsibility for implementing fixed term suspensions for serious and / or repeated acts of misbehaviour in line with the school Behaviour Ladder (Appendix 1) and Department for Education Statutory guidance on School suspensions and permanent exclusions.

The role of parents/carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the parents/carers' induction meeting for each class each year. We are very fortunate in the support that we receive from our parents/carers and always seek to have a consistent approach between home and school. We need parents/carers to support their child's learning, and to co-operate with the school and try to build a supportive dialogue between the home and the school. All parents/carers can access Class Dojo and are able to see the Dojo points their child has received. Parents/carers are also able to send and receive messages with class teachers. We aim to re-inforce our positive approach through ClassDojo, informing parents/carers when their child has gone 'above and beyond'. Parents/carers will be notified verbally and discreetly if their child has received consequences as a result of misbehaviour in line with this policy. In the event of repeated incidents, a meeting will be arranged with parents/carers to discuss ways to support the child to improve their behaviour. We ask that parents/carers support the actions of the school. If they have any concern about the way that their child has been treated, parents/carers should initially contact the class teacher. If the concern remains, they should contact the Head teacher and subsequently the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

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 Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term suspensions and permanent exclusions

Fixed term suspensions are reported to governors termly. Permanent exclusions only take place after school governors have been notified. The aim of this policy is to prevent both fixed term suspensions and permanent exclusions and ensure continuity in the education of every child.

All steps will be taken to support children at risk of suspension and/or exclusion by liaising with parents/carers and support agencies. Only in the most extreme cases, following significant incidents where children have been unable to respond to support, will suspension / exclusion be considered as a means of promoting appropriate behaviour. The school is committed to providing continuous education to any child suspended / excluded from school. On the very rare occasions that suspension or exclusion is the only option for a child, parents/carers will be notified immediately, and a plan will be put in place for the individual. This may be completing work away from their peers or going home to complete the task with their parents/carers. Only the Head teacher has the power to suspend or exclude a pupil from school. The Head teacher may suspend a pupil from half a day to 5 days as a fixed period of suspension (up to a maximum of 45 school days in a single academic year).

If the Head teacher feels it is necessary to suspend or exclude a pupil, the parents/carers will be informed immediately, giving reasons for the suspension or exclusion. At the same time, the Head teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The length of fixed term suspensions are determined by the level of behaviour as detailed on the Behaviour ladder:

Step 3 High Level behaviour - 1.5 days

Step 4 High Risk behaviour - 2.5 days

Adjustments may be made to this by HT, if appropriate, with reasoning logged on CPOMs.

The Head teacher may also exclude a pupil permanently. The school always follows the Department for Education Statutory guidance on School suspensions and permanent exclusions.

The Head teacher informs the LA and the governing body about any suspension or exclusion within 5 days. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors. When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances, consider any representation by parents/carers and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

The safety and education of all children and staff in our school is paramount and we cannot allow any child to behave in a way that compromises the safety or education of himself/herself or anyone else. Sometimes a child may be internally or externally suspended or excluded for the safety and education of others.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school records incidents of repeated misbehaviour on CPOMs which is

reviewed by the Senior Leadership Team (SLT) and Head of School Care, regularly (at least half termly). The Head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Rewards and Sanctions

Children will receive lots of praise from adults for following our golden rules and may receive stickers as reward for their behaviour. The class teacher regularly discusses the golden rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. We have high expectations of children's behaviour and expect children to listen carefully and to try their best in all aspects of their learning.

To ensure a safe and positive learning environment the school employs a number of sanctions when learning is disrupted or children or staff put at risk. To ensure consistency, the Class teacher will use the school Behaviour Ladder (Appendix 1) to determine appropriate sanctions and provide appropriate support to enable the child to change their behaviour.

Whilst following the guidelines on the behaviour ladder, a teacher may seek help and advice from the Senior Leadership Team (SLT), the Head teacher or the Head of School Care. They may also liaise with external agencies, as necessary, to support and guide the progress of each child. Where appropriate the Head teacher will make a referral to Derbyshire County Council Behaviour Support Service. The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

We employ each sanction appropriately to each individual situation. We acknowledge that all children are individuals and that children, like adults, can succumb to stress. Reasonable adjustments are always made for children with SEND or identified as having a specific need. We will always support and encourage a child to see that there are alternative ways to deal with any situation in school or at home. Children may have an Individual Behaviour Support plan (Appendix 2) which, takes into consideration, the specific needs and behaviours of a child. By building a positive relationship and developing an understanding of strengths and needs of all children in our care, staff will have a good understanding of specific needs and behaviours of a child to inform the individual behaviour support plan. Class teacher will produce and review this plan in collaboration with the class team, SLT, head of pastoral care, external agencies (where appropriate) and parents/carers. It is reviewed by the class teacher if a new behaviour is displayed, if a consequence or action from the plan ceases to be effective or following a fixed-term suspension. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The Anti-Bullying policy provides full detail of what constitutes bullying and our approach to incidents of bullying. This policy can be found on our school website. Any incident of bullying is recorded on our school recording system (CPOMs) and followed up by the Headteacher.

Foundation Stage 1 (Nursery)

Golden rules are introduced to children at the very start of their education at our school. If children choose not to follow the Golden rules in Foundation Stage 1, a warning will be given, reminding the child of the appropriate golden rule. The child will be given time to modify their behaviour, and in some instances, the child will be asked to join another activity and distracted from the behaviour. If the child persists with inappropriate behaviour the child will again be reminded of the appropriate golden rule and will be given 5 minutes thinking time away from the rest of the group and the activities. The child will be able to re-join their peers when the adult feels it is safe to do so and will be asked to put the behaviour right eg pick up anything thrown. In the event of repeated misbehaviour staff will follow the school Behaviour ladder to provide appropriate support for the child.

Foundation Stage 2 & Key Stage 1

We aim to focus on and recognise the positive behaviour that children display. Dojo points are given in Foundation Stage 2, Year 1 and Year 2 for arriving on time, following the golden rules in the morning, following the golden rules in the afternoon, reading at home and completing home learning tasks. Each child has a name card which starts the day on green. Where children go above and beyond the golden rules at an age and / or stage appropriate level, they are recognised on the gold above and beyond board.

Examples of above and beyond behaviour:

- Taking ownership of something
- Providing more than was asked for
- Supporting others
- Demonstrating high levels of independence
- Additional or insightful contributions

Their name card is moved onto the gold above and beyond board above green starting point and they will receive an additional 2 Dojo points. A member of the Senior Leadership team will visit each class daily to recognise those that appear on the above and beyond board. If children choose not to follow the Golden rules a warning will be given, reminding the child of the appropriate golden rule. The child will be given time to modify their behaviour. In the event of repeated misbehaviour staff will follow the school Behaviour ladder to provide appropriate support for the child.

Supply staff

To ensure that the whole school behaviour policy is implemented consistently, supply teachers will be provided with any Individual Behaviour Support Plan relevant to the class they are teaching and a copy of the behaviour ladder along with Safeguarding and Health and safety details.

School Council

All classes have two school councillors, these children should be used as a way of giving all children a voice and the ability to effect change in school. School councillors should be exceptionally well behaved at all times; they should set an example to all children.

Star Assembly

Star Assembly is a time for recognition and celebration. It happens each Friday morning. Star Awards are presented to each class for specific curriculum areas and a 'Star of the week'. The star children are presented with a certificate and a sticker and identified within their classroom. Attendance is recognised in star assembly with a class attendance trophy and certificate for the week. Good

lunchtime manners are also recognised during the Star assembly. A child from each class is awarded with a certificate and chosen to have lunch at the top table with the head teacher or member of SLT.

Dinner Times and Playtimes

The same behaviour system will be in place at lunchtimes and playtimes. Our midday supervisors will have the same calm, respectful and caring tone of voice and attitude to developing relationships and will apply the same rules, rewards and sanctions. The above and beyond board in the hall will be used by midday supervisors to recognise children who have gone above and beyond the golden rules.

Examples of above and beyond behaviour at lunchtime or playtime:

- Supporting others in the hall or on the playground
- Helping staff
- Demonstrating high levels of independence
- Taking responsibility for a task

Midday supervisors will follow the behaviour ladder in the event of an incident at lunchtime. All incidents that occur during playtimes and lunchtimes are fed back to the child's class teacher who will follow the behaviour ladder when dealing with the incident including recording on CPOMs where appropriate.

School Policy on Physical Intervention

Physical intervention is only deemed acceptable if a child is;

- Putting themselves in immediate danger.
- Putting others in immediate danger.
- About to commit a criminal act.

Other than the Head Teacher, Deputy Head Teacher and Head of School Care, practitioners should NOT use physical intervention. If a child is putting others in danger, remove children around to a safe space and send a RED card (with a TA or sensible child) to the Head Teacher, Deputy Head Teacher or Head of School Care for assistance. A decision will then be made whether it is deemed necessary to physically intervene and will do so inline with legal guidelines. In extreme circumstances, where evasive action does not provide protection to others, staff may need to implement physical intervention. In the event of these incidents, any additional staff should always ask if support is required before assisting. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Department of Education document 'Use of reasonable force Advice for headteachers, staff and governing bodies' July 2013. The actions that we take are in line with government guidelines on the restraint of children and are absolutely minimal.

Any incident involving physical intervention is reported on CPOMs and discussed with parents/carers / carers.

The following standards of adult intervention is always followed:

- 1. Assess the situation**
- 2. Take a calm approach**
- 3. Maintain personal space**
- 4. Maintain a respectful tone**
- 5. Acknowledge feelings**

Recording and Reporting

The relevant forms required for recording children's behaviour are in the Appendices of this policy. There are also electronic versions on the school network in the Behaviour file. Each class teacher is responsible for keeping records up to date in line with this policy. All documents involved with this

policy for specific children should be stored in the Document Vault on the school recording system (CPOMS) to ensure that the child can be supported as they continue their learning journey throughout school. All documents should be reviewed regularly, at least half termly.

January 2024

Appendices:

Appendix 1: Behaviour Ladder

Appendix 2: Individual Behaviour Support Plan

Appendix 3: Challenging Behaviour Risk Assessment

Appendix 4: ABC Chart