

Carr Hill Primary School



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Aspire-Enjoy-Flourish

Relationships and Behaviour

Reviewed and updated 2.11.2023

Relationships and Behaviour Policy

(To be read in conjunction with our policies on Anti-Bullying)

1 Introduction

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

2 Expectations

- 2.1 It is a primary aim of our school that every member of the school community is happy and feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 The school has few written rules. Our school charter follows Respect Yourself, Respect Others and Respect School. Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.



Carr Hill School Charter

- 2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

- 2.6 The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3 Rewards and sanctions

- 3.1 We praise and reward children for good behaviour in a variety of ways:

- Staff praise children for considerate, positive behaviour using 'Marvellous Me', in such a way as to underline its value to our school. Lunchtime staff also give out Marvellous Me 'Positive Playtimes' badges and class teachers send these home in recognition of positive behaviour.

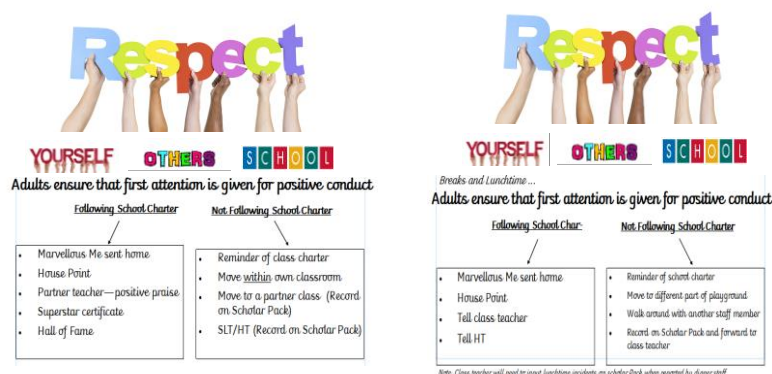


- Teachers award Superstar certificates for particularly good behaviour.
- Other members of staff who see good behaviour outside of the classroom may reward House Points. Such nominations are recognised with the House Point award and team trophy in school assembly.
- We award Superstar certificates to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes take part in an achievement assembly every week where they are able to show examples not only of their best work, but of considerate behaviour towards others.
- Staff nominate children to be entered on to Mrs Alford's 'Hall of Fame'. This is celebrated in weekly assemblies. Letters of praise sent home to parents and children's photographs are added to the Hall of Fame display in the hall.
- Children's good work and behaviour are highlighted in Year Group Newsletters and the Carr Hill Newsletter.

- 3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The rewards described above will also be used to recognise children's wider achievements beyond school, thereby recognising personal endeavour and positive motivation.

- 3.3 The school follows the Carr Hill Behaviour Flowchart to ensure a safe and positive learning environment.

Carr Hill Behaviour Flow Chart



- 3.4 The class teacher discusses the school's expectations with each class. The class then personalise the school charter and this agreement is displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.



Example of class charter

- 3.5 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others.
- 3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document The Use of Reasonable Force (DFE October 2013), and the non-statutory advice issued by the Department for Education in July 2011. Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children. All staff have had up to date CRB training.

4 The role of the class teacher

- 4.1 It is the responsibility of class teachers to ensure that the school's expectations are followed in their classes, and that their classes behave in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- 4.3 The class teacher treats each child fairly, and enforces the school charter consistently. The teachers treat all children in their classes with respect and understanding.
- 4.4 Where a child is not following the school charter, the class teacher uses the behaviour flow chart to ensure consistency, whilst still dealing with individual situations appropriately. Incidents are also recorded on to Scholar Pack.
- 4.5 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with the BPBP (Bassetlaw Primary Behaviour Partnership).

- 4.6 The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the headteacher

- 5.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the chair of governors has been notified.

6 The role of parents and carers

- 6.1 Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.
- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school's expectations in the school prospectus, and we expect parents and carers to understand and support them.
- 6.3 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions to address a child's behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

7 The role of governors

- 7.1 The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 7.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1 We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, particularly where the safety of other children and staff are concerned, it may be necessary to exclude.
- 8.2 The school follows the national exclusions guidance, published by the DfE 'Exclusion from maintained schools, academies and pupil referral units in England published in January 2015.' Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion, and headteachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.
- 8.3 Only the headteacher (or an acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.4 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 8.5 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 8.7 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.8 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 8.9 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

9 Drug and alcohol related incidents

- 9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the head teacher or his designated substitute.
- 9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of

misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

- 9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

10 Monitoring and review

- 10.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The school keeps a record of concerning incidents of misbehaviour using Scholar Pack. These incidents are then emailed to all class teachers. The headteacher records more serious incidents which have resulted in his/her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident that may have taken place at lunch-time and class teachers enter this on to Scholar Pack. Again, staff receive emails alerting them to incidents.
- 10.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 10.4 It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools* (published by The Commission for Racial Equality), and that no child is treated unfairly because of race or ethnic background.
- 10.5 The governing body reviews this policy every three 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.

Signed:

Date: