



Boston West Academy



Relationships and Behaviour Policy

Introduction

The school is committed to providing an environment where all pupils can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on building and maintaining strong relationships. We will also support pupils to repair relationships, when needed. We value the importance of recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, help them express their own feelings and to understand how their actions have affected others.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

The aims of this policy are to:

- Foster strong relationships throughout school
- encourage good behaviour and respect for others within and outside of the school;
- ensure that pupils feel safe and secure;
- create a caring and stimulating environment, a sense of community and shared values which enables everyone to live in harmony with one another;
- promote self-discipline and self-awareness among pupils;
- state what is expected of staff, pupils, parents and carers;
- provide guidance on possible rewards and sanctions;
- ensure that staff are seen to be fair and consistent.

Who was consulted?

Staff, governors, pupils and parents / carers have all been consulted in the process of developing this policy.

Relationship to other policies

This policy is linked to the following policies:

- Safeguarding
- Anti-Bullying
- Teaching and learning
- Equality
- Home-school agreement

Publication

The policy is available to all staff on the school G:drive and its contents discussed as part of staff induction. It is available to parents / carers on the school website and as a paper copy on request. This policy can be made available in large print or other accessible format if required.

Scope

This policy applies to all pupils at Boston West Academy when they are in school and also in some circumstances when they are out of school and during holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of public, or which brings the school into disrepute.

School Rules

At Boston West children are expected to:

- treat others as they themselves would like to be treated
- listen carefully and speak politely to everyone
- be honest, helpful and friendly
- work sensibly in school so that everyone can learn
- always show good manners, consideration and respect for others
- care for themselves, others and the environment
- do their best at all times

This list of rules is displayed in every classroom and in communal areas throughout the school. These form the basis for individual class rules.

Restorative approaches

The school uses restorative approaches, alongside other strategies, to help children develop strong conflict resolution skills, learn about their own behaviour and how it affects others, encourage them to recognise harm caused and to resolve their own conflicts in an appropriate and supportive way.

Restorative approaches help to build, maintain and repair relationships when needed within a culture of emotional literacy throughout the school by using the following techniques:

- use of “emotions boards” in every class so that children can “check in” and “check out” by indicating how they are feeling using a range of vocabulary
- circle time at least once per week in every class to maintain relationships
- agreed “class needs” to compliment the school and class rules
- assemblies linked to restorative approaches
- restorative sessions using five key questions (see Appendix 3)
- displays promoting emotional literacy

Using restorative approaches:

- encourages appropriate behavioural choices,
- provides a safe environment and opportunities to discuss issues,
- encourages people to talk about how they think and feel,
- develops an acceptance of responsibility and
- develops emotional intelligence.

Conduct

Children should be encouraged to recognise that they have choices about the way they behave. Staff should emphasise this and the consequences of a child’s chosen action. This provides an opportunity for a child to modify their behaviour without need for further intervention.

It is vital that children know and understand why any inappropriate behaviour is unacceptable.

Pupils are expected to be polite and show consideration towards each other, school staff and others.

Pupils are required to assist the school with tackling bullying and to follow the school's Anti-Bullying Policy.

Pupils, whether in or out of school, are expected to have:

- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times;
- respect for others: their feelings, opinions, cultures, limitations including any differences;
- respect for the environment: their own, the school's and other people's property and the community in which we live;
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

The school recognises the importance of working closely with parents to develop strategies to encourage children to follow the school rules.

In order to reinforce acceptable behaviour staff will:

- facilitate the building, maintaining and repairing of relationships
- be consistent and approachable in the management of children;
- provide a role model for children;
- be sure that children are made aware of expectations and what is considered to be acceptable behaviour;
- work with children to produce and display specific class rules and needs (in line with the school rules) which apply to behaviour and routines in class;
- always be fair and firm when necessary, encouraging and praising achievement in work and behaviour;
- communicate the policy to parents to encourage a shared responsibility for maintaining acceptable behaviour inside and outside school;
- seek guidance from other agencies when necessary to support the particular needs of any child

Rewards

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationship between teachers and pupils. We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by pupils.

Please refer to Appendix 1 for details of rewards used.

Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate to the individual child. These are set out in Appendix 1 of this policy.

Children at any stage of the SEN Code of Practice may follow a different reward/sanction procedure in line with their individual education plan (IEP), pastoral support plan (PSP) or behaviour support plan (BSP).

The routine for dealing with unacceptable behaviour at lunchtimes can be found in Appendix 2: Lunchtime Guidance. More serious and/or persistent incidents are reported to the key stage co-ordinators and/or leadership and management team (LMT).

Behaviour records on Integris are monitored by key stage co-ordinators. Children causing any concern are highlighted and details passed to the teaching and learning leaders at the end of the week. This information is collated and passed to the leadership and management team (LMT) who consider appropriate action.

In all cases of serious misconduct, including those outside of the school, the headteacher will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

Exclusions

The school will follow government guidance on exclusions, unless there is good reason to depart. The school aims to operate within the principles of fairness and natural justice.

Parents have the right to make representations to the Local Governing Board about an exclusion. The Local Governing Board must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a Local Governing Board upholds a permanent exclusion, parents have the right to request that an independent review panel reviews this decision.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

Searching pupils

School staff can search pupils with their consent for any item which is banned by the school Rules or is contrary to school policies / guidance eg certain items of food for breaks, toys, fashion items, seasonal 'games' that have caused an issue resulting in a ban.

The headteacher, deputy headteacher, assistant headteachers and teaching and learning leaders have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex in the presence of the pupil and another member of staff of the same sex where possible.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils:

- committing an offence;
- injuring themselves or others;
- damaging property; and
- to maintain good order and discipline in the classroom.

The headteacher, deputy headteacher, assistant headteachers and teaching and learning leaders can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules, policies, guidance documentation.

When restraint is used by staff, this is recorded in writing and in serious cases, the parents of the pupil will be informed. Force is never used as a form of punishment.

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with school guidelines.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-Bullying Policy will be followed.

Partnership with parents/carers

Parents/Carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/Carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/Carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. The school follows the Lincolnshire Ladder of Behavioural Support and will refer to the Behaviour Outreach Support Service (BOSS) if required.

Arrangements for monitoring, evaluation and review

The Headteacher will evaluate the impact of this policy by collecting and analysing data through regular discussion following scrutiny of behaviour records on Integris and any other relevant actions at leadership and management team meetings.

Prior to any review of the policy, feedback will be sought from the School Council, staff and parents on the effectiveness of the policy. This policy will be reviewed at least once a year by the Local Governing Board.

Last updated: May 2018

Review date: May 2019

Appendix 1 – Behaviour rewards and sanctions

Rewards

Achievement cards

Pupils gain individual recognition in the form of achievement cards. Special stickers / ink stamps on written work will be given by class teachers for particularly good work, effort, behaviour etc. These will be stuck on achievement cards which, when filled, are taken by the child to the headteacher who will give a headteacher sticker and praise. If awarded for work in books, this will be indicated by an ink stamp. Stickers are awarded for positive effort, attitudes, behaviour and performance. These stickers are added to a personal achievement card which, when completed, is taken to the headteacher and presented in the weekly achievement assembly.

Team points

Pupils are divided into four teams: Attenborough (green), Darwin (red), Goodall (yellow) and Bellamy (blue). They receive team points for positive effort, attitudes, behaviour and performance at staff discretion. These points are collated and the school's winning team announced in the weekly achievement assembly. Team points (usually a marble) are awarded by any member of staff, anywhere in school and at any time. Team points are recorded in each class using an agreed format eg. tally chart, marble in the jar chart. In class, team points may be awarded for anything that the teacher/TA feels is worthy of praise. When marking, teachers may award team points when a child shows that they have achieved the learning objective and/or for effort/quality of presentation. This will be indicated by a smiley face and the number of team points, with a word or phrase indicating the reason for the award if this is for a reason other than achieving the learning objective. Y6 monitors are selected to total each team's points on Friday morning and pass the results to the headteacher. The winning team is announced and an achievement cup presented to team representatives. A running total of wins in the form of coloured stars is displayed on screen during the assembly.

Star of the week

A "star of the week" is selected from every class, each week. Teachers select one child on each occasion to be praised for their work/behaviour/effort/particular piece of work. During the achievement assembly the selected children sit at the front of the hall, receive public praise/audience and are given a headteacher's sticker.

Certificates and trophies

At the end of terms 2, 4 and 6 parents are invited to achievement assembly to see their child receive an achievement certificate presented by the headteacher (3 pupils per class). In addition, one pupil per class will receive an achievement certificate and a book token. On each occasion class teachers will select children for significant improvement or sustained performance in quality of work / attitude / effort / behaviour.

Rewarding behaviour that positively promotes the school rules: "stars"

Four stars, of increasing sizes, are displayed in every classroom and all children create an "avatar" to represent their behaviour.

If a child's behaviour is positively promoting the school rules and needs of the class:

- The child's avatar will move onto the first star. The consequence of this will be positive verbal praise.
- If the child's behaviour continues to positively promote the school rules and class needs, the avatar will be moved onto the second star. The consequence of this will be that the child is awarded one marble.

- If the child's behaviour continues to positively promote the school rules and class needs, the avatar will be moved onto star number 3. The consequence of this will be that the child is awarded one marble and a sticker for his/her achievement card.
- For **exceptional and consistent** positive behaviour, the avatar should be moved to star number 4. The consequence of this will be that the child is awarded one marble and a sticker for his/her achievement card and parents will be contacted by the class teacher. This behaviour should be recorded on Integris and will be celebrated (assembly, newsletter etc). Children who have achieved the fourth star will receive an additional "relational" reward with their class teacher and/or a member of LMT once per term.

Teachers provide "relational" rewards from time to time with those who are consistently demonstrating positive behaviour.

Sanctions

Sanctions for behaviour that breaks the school rules: "tree stumps"

Five tree stumps, of increasing sizes, are displayed in every classroom and all children create an "avatar" to represent their behaviour.

If a child's behaviour breaks one of the school rules:

- The child is given a verbal warning
- A second warning will result in the child's avatar (their behaviour) being moved onto the first tree stump.
- If the behaviour continues, the avatar is moved onto the second tree stump. The consequence of this will be to miss 5 minutes of playtime (KS1&2) or to move away from their chosen activity for a short period of time (FS).
- If the behaviour continues, the avatar is moved onto the third tree stump. The consequence of this will be missing all of playtime (KS1&2) – staff will decide whether the child goes to an alternative class for playtime, stands next to the teacher on duty for the duration of playtime or stays with them for the playtime. In FS, the child will move away from their chosen activity for a longer period of time.
- If the behaviour continues, the avatar is moved onto the fourth tree stump. The consequence of this will be time out either in class or with another teacher/class or on their own (supervised) for agreed period of time. The class teacher will speak to the parent that day about the chosen behaviour.
- If the behaviour continues, the avatar is moved onto the fifth tree stump. The consequence of this will be that a member of LMT becomes involved. Parents will be informed and will be invited to school to discuss the situation.

Once a consequence has been carried out, the child's avatar is removed from the tree stumps so that the child has a "fresh start".

Teachers may need to skip some of the above steps for serious behaviour incidents. Similarly, teachers should use their knowledge of each individual child to make an informed judgement about the best way to proceed. This may include use of restorative approaches or emotions coaching.

If a child's avatar has been placed on the third tree stump or above more than once in a week, the behaviour should be recorded on Integris. A member of LMT should be notified and may become involved.

If a child's behaviour is persistently being recorded on Integris, the Lincolnshire Ladder of Behavioural Intervention will be followed. This may involve identification of special educational needs, an early help assessment, a pastoral support plan, a behavioural support plan, a risk assessment and possible referral to the Behaviour Outreach Support Service (BOSS).

Sanctions used at playtimes/unstructured times of the day/transitions:

If a child or children's behaviour breaks any of the school rules the first approach, if possible, should be to use restorative approaches and/or emotions coaching. This must be a shared responsibility. Sometimes, the class teacher will be unable to carry out the restorative session as he/she is required to be in class. In this instance, another member of staff should facilitate the session.

The consequences of the restorative session will usually be agreed by the children involved unless the incident is deemed too serious in which case the staff member will influence the decision. Serious incidents should be recorded on Integris and reported to a member of LMT.

On the whole, escalation of the "tree stumps" should be kept separate from playtime incidents although this is at the discretion of the class teacher.

Appendix 2: Lunchtime guidance

Do

- Build positive relationships with the children
- Talk to children (eg about their interests)
- Praise them
- Give 'marble in the jar', stickers / certificates to children for any positive behaviour/actions
- Join their games and/or instigate a game
- Listen to them
- Follow up incidences of poor behaviour
- Explain why negative behaviour is not acceptable (refer to school rules)
- Move around the area you are supervising and interact with the children – praising positive behaviour, 'nipping in the bud' any potential problems.

Do not

- Shout at children
- Implement any action that may humiliate a child

Recognise and deal calmly with negative behaviour, emphasise and praise positive behaviour.

Rewards

Lunchtime supervisors will reward positive behaviour by giving team points and / or stickers. They will also select one or two children to receive a 'Lunchtime Award' certificate each week.

Sanctions – lunchtime supervisors

1. Adults give a verbal rebuke and/or reiterate the school rules
2. Removal of child from zone/activity where the problem has arisen for some or all of lunchtime (outside)
Removal of child from the hall for lunchtime(s) – eating in isolation (inside)
3. 'Time out' standing with supervisor or by a wall/fence (outside), never facing it
4. Sent to KS Co-ordinator – following discussion, may miss the remainder of lunchtime / name added to Integris.

Further sanctions – other school staff

5. Sent to member of LMT, which may result in parents being informed / invited to school to discuss the situation / name added to Integris
6. Exclusion from clubs
7. Persistent or serious offences at lunchtime may result in the child being excluded during the midday break
8. Lincolnshire Ladder of Behavioural Intervention will be followed.
9. In certain cases a child may be excluded from school for either a fixed period or permanently in line with the school's exclusion policy

Sanctions should be considered for behaviour that breaks any of the school rules, including:

- Behaviour towards another child that causes distress or injury
- Rudeness towards an adult
- Behaving in a manner that risks injury
- Misuse of equipment
- Persisting in an action or behaviour following a warning

Appendix 3: Restorative Approaches – five key questions

- 1 Tell me what happened
- 2 What were you thinking at the time?
- 3 What were you feeling at the time?
- 4 Who do you think has been affected/hurt/harmed by what happened?
- 5 What do you think needs to happen to put things right?