

Shorne Church of England Primary School
(A member of the Aletheia Academies Trust)



Relationships Policy
(formerly known as Behaviour Policy)

Lead member of Staff: Deputy Head of School

Lead Governor: Chair of Governors – Keith Syrett

Date approved: 2nd February 2023

Next scheduled review: 2nd February 2025

Contents

Aims and Expectations.....	3
Vision and Values.....	3
Links with other policies and practices.....	3
Class Dojo.....	4
Rewards for good behaviour	4
Consequences for Inappropriate Behaviour.....	4
Restorative Justice	5
Positive Behaviour Reporting Cards	5
Special Educational Needs and Disabilities.....	5
Types of suspension/exclusion	6
Fixed period suspensions and permanent exclusions	6
Roles.....	7
Positive Handling	8
Banned items	8
Monitoring	8
Review.....	8
Appendix 1	9
Appendix 2	12
Appendix 3	13
Appendix 4	15

Aims and Expectations

At Shorne Church of England Primary School we aim to create a safe and happy environment where every member of the school community feels valued and respected; to foster a school community with high expectations where children can learn and develop as caring and responsible citizens.

Our Relationships policy recognises that children need a framework to guide them. It is designed to support and value all members of our learning community through encouraging everyone to co-operate thoughtfully. The policy also works hand in hand within the context of the schools' core Christian Values of Resilience, Community and Respect. This policy has been written with input from all stakeholders to aid consistency and fairness.

It takes into account the 2022 DfE non-statutory guidance '[Behaviour in schools Advice for headteachers and school staff](#)' and the 2022-updated statutory guidance '[School suspensions and permanent exclusions](#)'.

Vision and Values

Shorne Church of England Primary School operates a set of Values which are the basic principles which all children should follow to ensure success at our school. These were determined as a community, with input from staff, pupils, parents and governors. Our Core Christian Values and the school's vision and motto of "Growing Together in Learning and in Faith" are of the heart of these.

Resilience – we have the courage to try something new, persevere when faced with challenges and have the confidence to do what is right, even though it may not be easy.

Community - we are courage advocates for our community, regardless of faiths and beliefs and we know that whilst we are unique, we are all as one.

Respect - we are aware of the diversity and different cultures within our school and community and understand how these differences enrich our lives and strengthen our connections to one another.

Individual classroom behaviours can also be set with the children and will be phrased in a positive way.

Links with other policies and practices

This policy links with several other policies, practices and action plans including, but not limited to:

- Anti-Bullying Policy
- Anti-Racism Policy
- Online Safety Policy
- Acceptable Use Policies (AUP)
- Child Protection and Safeguarding Policy
- GDPR and Data Protection Policy
- Relationships and Sex Education Policy
- Complaints Procedure.
- Exclusion Policy

Class Dojo

Our behaviour system is built around the online system 'Class Dojo'. This system encourages positive behaviour for learning through the giving of House points (previously known as 'Dojo' or 'Monster' points). These points are recorded on children's individual profiles throughout the year and can be accessed at any time by teaching staff. Parents are invited to join the system and can view their children's points and notes at their convenience.

The system also allows high levels of communication between teachers and parents. Primarily a learning tool, teachers and children can post updates about learning, excellent pieces of work and important reminders by using the Class Story facility. There is also a messaging tool, which can be used for brief communications between school and home. We recognise the importance of face-to-face communication and would expect any behavioural issues or concerns to be discussed in a more formal school-based environment.

Rewards for good behaviour

We aim to promote an ethos where the children develop a strong growth mindset and therefore learning and acquisition of knowledge is a reward in itself. However, there are times when we would like to celebrate their successes and therefore we have a system of rewards in place. This includes:

- All staff verbally praise children throughout the day.
- House points are awarded for displays of excellent learning behaviour.
- Shining Stars certificates - Children who demonstrate our Christian Values of Resilience, Community and Respect are awarded a special certificate and appear on our Shining Stars Board on our website. These certificates are given out in the Shining Stars Celebration Worship at the end of each week.
- Any child who has demonstrated excellent behaviour can be placed on the school's Recognition Board. This is shared with the children during our Shining Stars Celebration Worship.
- StAR Awards (Student Achievement Recognition) – Christian Values awards (Resilience, Community and Respect) are presented at the end of every term. Children's names are then displayed in our Entrance Hall on the tree and published in our newsletter.
- The school acknowledges the efforts and achievements of children, both in and out of school. Certificates for music, sports etc. are presented in our weekly Shining Stars Celebration Worship at the end of the week. The children are encouraged to bring into school certificates, medals or trophies, that acknowledge their achievements, to share during the Celebration Worship.

Consequences for Inappropriate Behaviour

At Shorne CE Primary School, we use a restorative justice approach to encourage children to make the right choices. By making inappropriate behaviours with the school children explicit, we aim to minimise occurrences of these across the school.

Inappropriate behaviour can occur both in and out of school. The school is permitted to implement strategies to support behaviour/address inappropriate behaviour outside of the school in the following circumstances:

- if it has been witnessed by a staff member or reported to the school;

- when the child is taking part in any school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a child at the school; or
- outside the school gates that could have repercussions for the orderly running of the school, pose a threat to another child or member of the public or adversely affect the reputation of the school.

Should a child make the wrong choice and not respond to more positive strategies then steps are followed as set out at Appendix 1.

Restorative Justice

Shorne CE Primary School uses a Restorative Justice approach in the aftermath of any incidents between children. Restorative justice brings those harmed by conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

Staff carry Restorative Justice cards (Appendix 2) and use these questions to support children over any concerns regarding conflict.

When behaviour has reached a certain level, depending on the severity and frequency of the behaviour, a restorative justice approach will be used by a member of staff with all children involved in the incident. A restorative justice form needs to be completed (with support where necessary) (Appendix 3), which encourages children to think about what went wrong and how to correct their behaviour next time.

Positive Behaviour Reporting Cards

As part of the Restorative Justice approach, we understand the importance of allowing children time to reflect on their behaviour. On occasion, it may be important for children to have a longer period to reflect on this with the support of senior members of staff in school and parents/carers at home.

In an instance where a red behaviour is repeated, senior leadership (SLT) may feel it is appropriate to use a 'Positive Behaviour Reporting Card' (Appendix 4). This is carried by the child and filled in by them (with support where necessary) at the end of each lesson or break/lunchtime. The child will review how well they are doing and talk to the adult in class regularly through the day about the specific target set by SLT in their initial meeting. These are then signed by the adult in class and parent at the end of each day and by a member of SLT at the end of the week, with discussion taking place about progress made and what positive changes have been made, or still need to be made.

Special Educational Needs and Disabilities

Children with Special Educational Needs and Disabilities will be supported appropriately through appropriate lesson planning. Pupils with High Needs Funding (HNF) and Educational Health Care Plans (EHCPs) have personalised plans and Provision Maps are written for children with SEND and those needed to make accelerated progress. It is the responsibility of the class teacher/lead adult to direct the support staff to ensure that the needs of all pupils are met in their learning and behaviour.

Should a pupil display inappropriate behaviour despite appropriate additional strategies in place to support them, then school procedures will be put in place as with any other child to manage the situation. If a pupil is preventing other children from learning, then they will be given time out and supported. Should a pupil be verbally or physically aggressive to another pupil or member of staff, despite appropriate strategies being put in place and followed by staff, the pupil will be managed according to the hierarchy of intervention strategies in place, bearing in mind their appropriateness to their individual additional needs.

Every child is treated as an individual and any significant incident will be reviewed carefully with appropriate Local Authority support.

Parents, carers and external agencies will be engaged throughout any actions to help a pupil become settled, engaged and secure in school.

Individual Educational Plans, behaviour target sheets and pastoral support programmes are the tools used to support a pupil. Staff must adhere to these.

Types of suspension/exclusion

Internal suspension

Internal suspension is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. An internal suspension is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a fixed period suspension/permanent exclusion.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed period exclusion is necessary.

Fixed Period suspension

A fixed period exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusions

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Head of School will consult with senior leaders and the Chair of the Governing Body as soon as possible in such a case.

Fixed period suspensions and permanent exclusions

Only the Head of School has the power to suspend or exclude a child from school and this must be on disciplinary grounds. The Head of School may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a child permanently. It is also possible for the Head of School to convert a fixed period suspension into a permanent exclusion if the circumstances warrant this.

If the Head of School excludes a child, parents will be informed immediately, stating the reasons for the exclusion and the length of the exclusion. At the same time, the Head of School will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents about who they can contact for advice and how to make any such

appeal. The Head of School must notify the LEA and the governing body about any fixed period suspension and permanent exclusions.

The Governing Body has a duty to consider parents' representations concerning an exclusion. This will be done through a disciplinary committee comprised of at least three governors. The disciplinary committee must consider the reinstatement of an excluded child within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period of suspension of more than 5 days or takes the child's total days of suspension above 15 for a term; or
- it would result in a child missing a national curriculum test

When a disciplinary committee meets to consider an exclusion, they must consider:

- the circumstances in which the child was excluded or suspended;
- any representation by the Head of School, parents and the LEA; and
- whether the child should be reinstated.

If the disciplinary committee decides that a child should be reinstated, the Head of School must comply with this ruling.

Roles

The Head of School

It is the responsibility of the Head of School 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 Head of School to ensure the health, safety and welfare of all children in the school. The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School (or Deputy Head of School in the absence of the Head of School) has the responsibility for giving fixed period suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Parents/carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules to the children and our system for rewards and sanctions and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we will inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school must use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If they feel that the situation has not been resolved after consultation with the Head of School, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (see our Complaints Policy for how to do this).

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 of School in carrying out these guidelines.

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

Positive Handling

There may be circumstances where members of staff required to intervene in a situation and use positive behaviour training techniques to prevent children committing an offence, injuring themselves or others, damaging property, and/or to maintain good order and discipline in the classroom.

The school has staff trained in such techniques, which are centred around de-escalating a situation to ensure the safety of all concerned. Such training is regularly undertaken to ensure staff are trained in the most recent, evidence-based, effective techniques for de-escalation.

Banned items

By law staff have the power to search a child without consent for 'prohibited items', including knives and weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives, child pornography and illegal drugs must be handed over to the police.

The Head of School and authorised school staff may also use reasonable force when conducting a search without consent for articles that that have been or could be used to commit an offence or cause harm.

Monitoring




The Head of School and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Head of School reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Staff complete Continual Professional Development training on an annual basis providing them with up-to-date behaviour management strategies.


It is the responsibility of the governing body to monitor the behaviour policy and ensure that it 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.

[Appendix 1](#)

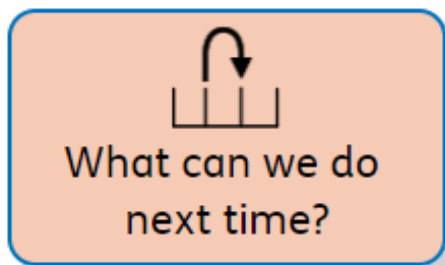
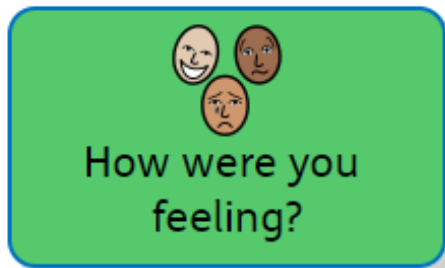
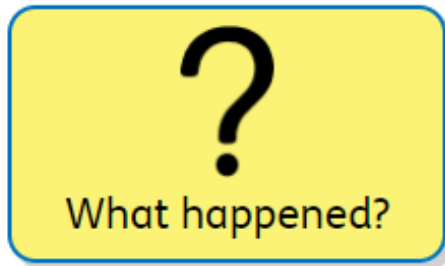
<u>Behaviours</u>		<u>Result/Consequence</u>
Green 	<ul style="list-style-type: none"> • Demonstrating our Christian values and promises in everything we do: Resilience, Community and Respect. 	<ul style="list-style-type: none"> • Verbal praise. • House Point(s). • Head of School certificates. • Recognition Board.
Level 1 Yellow 	<ul style="list-style-type: none"> • Not following instructions. • Calling out. • Talking when we shouldn't be. • Interrupting. • Getting out of your place when we shouldn't be. • running indoors. • not working. • Answering back. 	<p>Led by Teacher/Support Staff</p> <p>To start:</p> <ul style="list-style-type: none"> • Teacher checking reason for behaviour, taking into consideration Social, Emotional, Mental and Health needs/SEND. • Verbal reminder to do the right thing. <p>If behaviours are repeated:</p> <ul style="list-style-type: none"> • Verbal reminder to do the right thing. • Completion of work in own time – break/lunch/home (if in school, supervised by class teacher). • Phone call to or chat with parent.
Level 2 Orange 	<ul style="list-style-type: none"> • Repeated 'yellow', despite verbal reminders and discussion with parents. • Not telling the truth. • Throwing objects. • Inappropriate physical contact – e.g., poking, flicking, pulling hair. • Leaves room without permission (absent-mindedly). • Accidentally breaking things as a result of doing the wrong 	<p>Led by Teacher/Support Staff</p> <p>To start:</p> <ul style="list-style-type: none"> • Teacher checking reason for behaviour, taking into consideration Social, Emotional, Mental and Health needs/SEND. • Verbal reminder to do the right thing. • Record incident on school's online behaviour log (Arbor).

	<p>thing.</p> <ul style="list-style-type: none"> • Hurting unintentionally. 	<ul style="list-style-type: none"> • 5-minute reflection time at break/lunch. <p>If behaviours are repeated:</p> <ul style="list-style-type: none"> • Restorative Justice. • Phone call or meeting with parent.
<p>Level 3</p> <p>Red</p> 	<ul style="list-style-type: none"> • Deliberately breaking things. • Rough Play x 2. • Swearing. • Encourages others to misbehave. • Inappropriate language eg sexualised language, racist language, sexist language, reference to sexual orientation. • Hurts Intentionally. • Refuses instruction. • Destroys work of others. • Leaves room intentionally without returning. • Keeping mobile phone on them in school (1st time will be a red, 2nd time and after that will be a purple). 	<p>Led by Teacher/Support Staff:</p> <ul style="list-style-type: none"> • Teacher checking reason for behaviour, taking into consideration Social, Emotional, Mental and Health needs/SEND. • Record incident on a Serious Incident Form. • Record incident on school's online behaviour log (Arbor). • Lunchtime suspension. • Restorative Justice. <p>If behaviours are repeated:</p> <ul style="list-style-type: none"> • Record incident on school's online behaviour log (Arbor). • Record incident on a Serious Incident Form. • Refer the matter to a member of SLT. • Restorative Justice. • Positive Behaviour Report Card. • Inform parent through phone call or meeting with parent. • Member of SLT meets with child, teacher and parent.

<p style="text-align: center;">Level 4</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Purple</p> 	<ul style="list-style-type: none"> • Physical or violent assault causing injury or violent behaviour. • Sexualised behaviour or assault. • Serious damage to property (e.g. vandalism). • Bullying. • Persistent Homophobic/ Racist/ Sexist Abuse or use of inappropriate language. • Carrying, supplying or abusing drugs. • The bringing in of weapons. 	<ul style="list-style-type: none"> • Serious Incident Form completed by member of staff involved. • Record incident on school's online behaviour log (Arbor). <p>Actions led by member of SLT:</p> <ul style="list-style-type: none"> • SLT checking reason for behaviour taking into consideration Social, Emotional, Mental and Health needs/SEND. • Restorative Justice with all involved. • Meeting with parents and Head of School with follow-up letter home. • Lunchtime suspension. • Internal suspension all day. • Possible Fixed period suspension. • Possible Permanent Exclusion. • Identifying appropriate support for child and family. • Signposting to other agencies. • Liaising with other agencies. • Provide SENCo or Family Liaison Officer support as required. • Back to school meeting and pastoral support plan where required.
--	--	---

The coloured grading provided here is for indicative/classification purposes only.

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. (See anti-bullying policy).





Shorne CE Primary School
Reflection Form (1)



Name: _____

Date: _____

How are you feeling?



Happy



Sad



Worried/Scared



Angry



Surprised



Confused



Embarrassed/Silly

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

Draw a picture of/tell an adult what happened and who was hurt.

How can you make it better? Draw a picture/tell an adult.

What can we do next time?

How are you feeling now?



Happy



Sad



Worried/Scared



Angry



Surprised



Confused



Embarrassed/Silly

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

Are you ready to go back to class/outside?





Shorne CE Primary School
Reflection Form (2)



Name: _____ Date: _____

How are you feeling?

The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

What happened? Who was hurt?

How can you make it better?

What can we do next time?

How are you feeling now?

The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Are you ready to go back to class/outside?

Appendix 4



Shorne CE Primary School
Positive Behaviour Reporting Card



Name: _____ Class: _____ Date: _____

My Target: _____

	<u>Lesson One</u>	<u>Assembly</u>	<u>Break</u>	<u>Lesson Two</u>	<u>Lunch</u>	<u>Afternoon</u>	<u>School Signature</u>	<u>Parent / Guardian Signature</u>
<u>Monday</u>								
<u>Tuesday</u>								
<u>Wednesday</u>								
<u>Thursday</u>								
<u>Friday</u>								

- Target Met



- Target Nearly Met



- Target Not Met



At the end of each lesson, look at your target for the week and give yourself a score between 1 and 5 (5 being the best).



Positive Behaviour Reporting Card



Dear Parents/Carers,

Following a discussion with a member of the Senior Leadership Team, it has been decided that your child,

will be using a Behaviour Report Card for the next week. This is part of our Restorative Justice programme and will help them to reflect and improve on areas which may have presented themselves as an issue.

They will be set a personalised target and asked to mark themselves against it at the end of every lesson. These marks will then be agreed by the teacher, signed and sent home with the child each day.

We would ask you to support us by celebrating the successes which they have had during the day, talking about any areas which need continuing reflection and then by signing it and returning it to school.

If you have any further questions, please contact the school. The member of the senior leadership team who will be mentoring your child is:

Yours faithfully,

Head of School