



FIVE STONES

Learning Federation

Five Stones Learning Federation Behaviour and Positive Relationships Policy

Vision

"Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10).

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At Five Stones Learning Federation we want to ensure that the children are safe and happy. Therefore, in addition to teaching them how to read and write, count and solve problems etc. we are also concerned with teaching them how to work and play alongside each other and how to behave towards one another.

Children need to be aware of moral issues such as right and wrong, fairness, tolerance and respect. The aim of this school policy is

- To develop in our children a sense of self discipline and an acceptance of responsibility for their own actions
- To create conditions for an orderly school community in which effective and positive learning can take place, in which there is mutual respect between all members, and where there is proper concern for the school environment

Both these principles are achieved in the framework of a relaxed, pleasant atmosphere in which everyone is positively encouraged to give of their best, both in the classroom and in extra-curricular activities.

As a school we acknowledge that every child has a right to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and achieve economic well being.

We know that quality learning only takes place in a school where every child is valued, feels safe and secure and is healthy and happy.

Our Positive Behaviour Policy is based upon rights and responsibilities.

The Rights:

- We have the right to be safe and feel secure
- We have the right to learn and fulfill our potential
- We have the right to be treated with respect

The Responsibilities:

- Rights come with responsibilities
- Responsibilities need to be learned and practiced so that they become habits

Our School Responsibilities

It is our responsibility to help our children learn their rights and responsibilities and to ensure fairness and consistency in their application.

The Children's Responsibilities

It is the responsibility of every child to learn and demonstrate their understanding of these rights and responsibilities and how they can apply them to themselves and to others.

Parents' and Carers' Responsibilities

It is the responsibility of all parents and carers to support the school in guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes

Governors' Responsibilities

It is the responsibility of the Governors to uphold the principles and practice of the Behaviour and Positive Relationships Policy on behalf of all children, parents and carers and staff at our school

At the beginning of the school year each class will create their own class charter and playground charter the content of which will be agreed by all children, staff and parents. The charters will be displayed prominently for all to see. A copy of individual Class Charters will also be sent home to parents and carers in September every year.

The Role of the Class Teacher

Good behaviour will be encouraged in a well organised and cared for classroom environment and is best promoted when the children are engaged in positive and relevant learning experiences.

Teaching staff should:

- provide good quality teaching in lessons and stimulating and thoughtful curriculum delivery
- set clear expectations for behaviour in class and around school
- maintain a well organised and carefully managed classroom
- avoid raised voices and aggressive body language
- make specific constructive, positive comments
- encourage the children to set their own goals and take ownership of their learning
- establish consistent classroom procedures
- give clear instructions and explanations
- set learning objectives and success criteria
- monitor progress carefully
- mark work regularly and give appropriate feedback
- handle misbehaviour quickly and calmly so that the pace of the lesson is not lost
- listen carefully and react appropriately
- communicate achievements in behaviour and work to parents and carers
- praise and reward often

All teachers and support staff should feel that they are working within the framework of the Behaviour and Positive Relationships Policy and other relevant guideline documentation.

The Role of Lunchtime Supervisors

Lunchtime Supervisors have an important role in supporting and maintaining good order in the playground at lunchtime and in the dinner hall. They should report all incidents of misbehaviour to the class teacher and are encouraged to reward children for politeness and positive behaviour.

The Role of the Headteacher

The Headteacher is responsible for the promotion of:

- self discipline
- proper regard for authority
- good behaviour
- respect for others
- respect for property

The Headteacher is also responsible for:

- regulating the conduct of pupils
- relevant consultations with the local authority
- exclusions from school

The Headteacher should act in accordance with governors' statements and have regard for governors' guidance. To fulfill the governors' principles the Headteacher should manage staff, foster a sense of community, take the lead in setting aims and standards, encourage collective responsibility, establish clear communication systems and direct overall curriculum planning.

The Role of Parents and Carers

Parents and carers have responsibilities which will contribute to maintaining positive behaviour in and around our school

These include ensuring the following:

- regular attendance and punctuality
- providing the correct school uniform
- regular attendance at parents interviews to discuss progress
- that their child is actively encouraged to participate fully in their day to day school work and in the wider life of the school community
- agreement and co-operation in matters of discipline and a willingness to reinforce the school's efforts at home
- keeping in contact with the class teacher so that communication can be open and honest

The Role of the Governors

The governing body has the responsibility setting down these guidelines for discipline and behaviour, and of reviewing their effectiveness. The Headteacher has the day to day authority to implement this policy.

The Headteacher will meet regularly with the relevant Governors' Committee to discuss matters relating to behaviour and discipline.

At Five Stones Learning Federation we also recognise that we have responsibilities towards parents and carers.

We should provide a warm and welcoming environment for parents and carers. We should respect the difficult role that many parents and carers have.

Teachers, governors and support staff should be alert to the difficulties and pressures which can arise from complex family relationships and the impact of unemployment, homelessness, family bereavement, racial tension, and illness,

Sometimes family re-organisation may result in children having very disrupted lives, moving between different homes or moving out of areas where they had established friendships. For some children the school may temporarily be their only secure and stable environment. It has been shown that when children are valued, respected feeling safe and secure at school this can help to protect them against adversity in circumstances at home or in the community.

Our procedures for recording and identifying potentially vulnerable children with problems should be sensitive to the links between their behaviour and their experiences outside school. We will involve other agencies or support services in order to help the child in their social emotional development

We should take time to communicate our school procedures and explain incidents and actions taken.

Guidance for Positive Playground Behaviour

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild offering children a way back,
3. Playground Charters should be applied consistently, and children reminded of them regularly
4. Children have access to the Mediators group if they feel like they would like to talk through a problem with their peers.

Our Approach to Rewards

Children normally respond well towards rewards and can generally be encouraged to behave in a way which earns rewards. Rewards do need to be age appropriate and matched to the maturity of the child. All children should

benefit from rewards, including children in the mid-range of ability and aptitude. Younger children frequently respond better to short term rewards.

We reward good behaviour in many different ways through:

- A quiet word, smile acknowledgement, thumbs up etc
- Written comments on pupil's work
- Appreciation of children's contributions
- The giving of additional responsibilities
- Stickers on jumpers etc
- Praise in front of class group giving reason for praise
- Visiting another member of staff
- Informal comments, a short note home from teacher to parent informing them of good work, positive attitudes or behaviour etc
- Achievement Certificates, Star Pupil certificates
- Opportunities for self evaluation and recognition of achievement
- Certificates for special achievements
- Celebration assemblies
- Circle time discussions

Strategies for individual pupils with special needs

Behaviour and social targets can be set. Targets should be understood by the child, parent and teachers.

Targets need to be specific and achievable by the child within an agreed time period.

Individual charts can be used to promote positive behaviour.

Further support is available through our SENCO.

Where a child is presenting persistent significant behaviour difficulties an individual behaviour plan may be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.

How do we manage unacceptable behaviour?

At Five Stones Learning Federation, we employ a number of sanctions to enforce the school expectations, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The sanctions are hierarchical and are tracked on a daily basis. Our priority is to address unacceptable behavioural issues in a consistent way. The system is as follows:

Sanctions - all sanctions will be recorded on the school computerised system.

- **Verbal Warning**
- **1st Warning**
- **Removal of 1st privilege**
- **Removal of 2nd privilege**
- **Sent to Head teacher**
- **Sent to Head teacher - parents may be informed**

Decisions should be CONSIDERED, FAIR, REASONABLE and NOT made on impulse.

Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. However issues do need to be addressed as soon as possible whilst memories are fresh and evidence is available. If possible, discussions should follow lessons rather than impinge on them. Every effort will be made to maintain safety and retain the children's access to learning. Sanctions should be appropriate in terms of frequency and severity and staff members will make their own judgements about the appropriateness of punishments matched to the misbehaviour.

Exclusion of a pupil

Exclusion may be for a fixed term or permanent. It is the Headteacher's responsibility to decide whether a child should be excluded. Exclusion will only happen in response to a very serious breach of the Schools Code of

Conduct or where alternative forms of behaviour management have been shown to have failed. Normally prior to an exclusion external support agencies would have been contacted and involved, i.e. -

- School Counsellor
- Educational Psychologist
- Behaviour Support
- Social Services
- Education Welfare Officer
- School Nurse/ Health Visitor
- Family Doctor
- Police

Damage to Property

Damage to school property, through misbehaviour, whether it be to the fabric of the building or to such items as books, which are defaced or damaged, will be reported to parents, and where appropriate with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying - Guidance to Staff

Five Stones Learning Federation definition of bullying is willful, ongoing, persistent or repetitive. Other incidents of bad behavior will be dealt with accordingly, however, they may not be deemed as bullying.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual staff need to be alert to situations that may occur both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

We take part in Anti-Bullying Week in the Autumn Term as part of our whole school approach to our childrens' social and emotional development. Appropriate age-related strategies for dealing with different aspects of bullying are explored through a variety of approaches across the school.

For further information please refer to the school Anti-Bullying Statement Racial and Sexual Harassment

These are both forms of bullying. They are a form of violence. Any incident which is deemed to be any form of racial or sexual harassment will be taken very seriously and reported to the Headteacher. Racist incidents must be reported on a Durham County Form.

Monitoring

The Headteacher and staff will monitor the effectiveness of this policy and as necessary will report any amendments to the governing body.

The school will keep a record of any serious incidents that occur which need intervention and the Headteacher will keep detailed records of any pupil who has been temporarily or permanently excluded. It is the responsibility of the governing body to monitor these procedures and ensure that this policy is administered fairly and consistently.