



ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

Raising leaders in academic excellence and godly character.

BEHAVIOUR AND RELATIONSHIPS POLICY

Reviewed January 2016

Ms S E McFarlane & the staff at St James

Our Mission Statement

At St James Hatcham Church of England Primary School, we are committed to creating a happy, caring and enriching learning environment, underpinned by Christian values. We celebrate children's achievement and encourage them to fulfil their potential. We respect their differences, encourage kindness, consideration, respect and foster self-esteem. We hope to provide a sound foundation for their future life.

Our School Rules

Our school rules underpin our core values of joy, hope, peace and love.

KS1 & KS2

1. Follow instructions with thought and care
2. Show good manners at all times
3. Care for everyone and everything

Nursery & Reception

1. Follow instructions
2. Shows good manners
3. Be kind

Purpose

"Education must not be just preparation for work but a preparation for life". Crow 2008

We know that with good behaviour and relationships between children and their peers as well as adults the whole school community benefits and thrives. The development of social and emotional skills is priority and is central to our approach to managing behaviour – without these children cannot learn to their best capacity.

We believe children learn best when their emotions are happy and stable. Children can be taught emotional literacy skills to help them flourish as human beings. The school follows the Positive & Alternative Thinking Strategies (PATHS) behaviour programme to develop children's social and emotional skills. This is used in classrooms and assemblies.. As much as possible we will try and involve parents in understanding and sharing the expectations of social and emotional literacy. The Nursery use the Seeds of Empathy Programme

- This policy document has been written to inform all those who work within the school or have contact with: parents, staff, governors, representatives of the LEA, visitors and members of the local community.
- The document has been developed by all members of staff, children, parents and governors and reflects the current successful practice within the school. Teachers are always expected to share good practice with each other.

- It is a working document, which supports our practice, and will support us in developing an orderly, inclusive environment throughout the school. As a working document it is open to review and modification in the light of changing circumstances and opinions.

Equal opportunities and parent partnerships

The diversity of social and cultural backgrounds reflected in the school are valued, respected and celebrated. Central to the provision is **our commitment to a working partnership with all parents and carers** for the benefit of their children in order to foster community cohesion developing positive relationships between all our community.

We have an expectation of reasonable and co-operative behaviour from **all adults and all children** and of mutual respect and support for each other. **It is important that class teachers make contact with parents and establish a positive relationship with them too.** This always helps in developing relationships and emotional literacy and thus managing behaviour.

At St James Hatcham CE School we believe that:

- Happy children behave well.
- Children need to have clear expectations of their behaviour
- Consistency of approach and fairness is the key
- Adults should lead by example and be tolerant but firm in their management of behaviour
- Shouting should never be used as a way to manage behaviour
- A policy of **inclusion** not exclusion

Thus an ethos of respect is developed throughout the school, and hopefully amongst the wider community:

1. Respect for myself
2. Respect for others
3. Respect for property

Respect includes **caring** not only for each other's property, opinions and creations, but also for equipment, surroundings and living things.

Restorative Approaches and PATHS

Restorative Approaches does not rule out punishment. It simply looks at the problem from a different perspective. Its focus is on the harm that has been done, and how it can be repaired. There are several different methods that can be used but they all have some **principles** in common:

- Those who have done harm face up to those who they have harmed

- Those who have been harmed have a say in how the harm is repaired
- To enable those who have done harm to make amends and ultimately to be reintegrated into the school community

Training for all staff including Midday Meals Supervisors will focus on Restorative Approaches and Positive and Alternative Thinking Strategies (PATHS) These are central to our Behaviour and Relationships Policy.

PATHS

We believe children learn best when their emotions are happy and stable. The school follows the PATHS Scheme to develop children's social and emotional skills. This is used in classrooms, in assemblies and at home. As much as possible we will try and involve parents in understanding and sharing the expectations of social and emotional literacy.

Pastoral support

We believe that early intervention is the best way to ensure that any behaviour difficulties are picked up immediately and do not escalate. We have therefore established a system of pastoral care which draws on the skills of many stakeholders. This is integral to our support with emotional literacy.

The Learning Mentor

The Learning mentor plays a key role in supporting children with their emotional literacy. Referrals are made by teachers but the children also have an opportunity to self refer in the Learning Mentor clinic each lunchtime. Emotional literacy tests are used to gauge children's emotional well-being. Children with below average emotional literacy scores are targeted for support.

Stand Out Boys Project

This project works with children who have been targeted as needing extra support to manage their behaviour. It is an early intervention approach largely targeted at Infant children who without support, will go on to disrupt in Key Stage 2. It is designed to work with staff and parents to prevent this from happening. The Inclusion Manager and Learning Mentor have received the training although it will be the Learning Mentor who works with targeted children and their families.

Sensory Circuits

There are some children who may appear hyperactive and find it difficult to settle in class especially first thing in the morning. These children should receive Sensory Circuits intervention 8.30 – 8.55 Tuesday to Friday. This behaviour intervention is run by the HLTA SEND Assistant Mrs Matthews.

Child mentors

We occasionally use older children to act as mentors for younger children. The children chosen to act as child mentors are usually those having problems with behaviour themselves. By doing this, we hope that the older child will come to understand how

disruptive behaviour impacts on others and improve their behaviour becoming positive role models.

Peer Mediators

Each year children are invited to apply for the positions of Peer Mediators. The applications are then shortlisted by the Learning mentor and interviews then take place. The successful candidates will be trained by Lewisham Behaviour Team before the children become recognised Peer Mediators. They will help with minor issues in the playground e.g. minor squabbles. They are also used to target children who are lonely.

Prayer and reflective thought

Prayer plays an integral part of the school day from the moment the children enter the school. All children start the day by saying the Calm School Prayer and this sets the tone for the day and refocuses the children on expectations of behaviour once they are in school.

Each morning during collective worship, the children are invited to reflect on all aspects of their

lives including their behaviour. They are then asked to say a prayer/talk to God and ask for help

with improving their behaviour if they so choose. Staff may give children the choice as to whether they would prefer to go to the Chapel to reflect on their behaviour and use these quiet moments to speak to God. Children sometimes choose to go to these areas themselves.

External support

The school has links with a number of Agencies to help support the behaviour of children causing

concern. These include, New Woodlands School, The Child and Adolescence Mental Health Team (CAHMS) and an Educational Psychologist. Children will normally be referred by the Headteacher or Inclusion Manager after discussion

with the class teacher and members of staff who might know the child. Parental consent is always

sort before referrals are made.

Birthday Cards

All children are given birthday cards during the week of their birthday, (Children having birthdays

during a weekend or school holidays, get their cards early). The aim of this is to add to the feeling

of belonging to a family and help children feel cared for. We hope that this too will help to improve behaviour.

Rewards

Incentives promote and reinforce the rules.

We believe that it is important to have a tangible reward system which recognises all forms of social and academic achievement. This will be regularly communicated to children and their parents.

Sharing Assembly

This is held every Friday and focuses on alternate Key Stage Groups. It gives recognition for hard work and positive behaviour during the week.

Any child can be nominated by an adult. They will receive a mention in front of the whole school.

After this the Headteacher gives the child a sticker:-

Five stickers = 1 certificate

Three certificates = choose from a selection of prizes

Student of the term: At the end of each term. The class teacher will nominate two children from each of these categories: ***Academic Excellence, Improved Performance, Contribution to the School Community and Consistent Effort.*** The nominated children will receive a certificate and a voucher. Their parents/carers will be asked to attend.

Weekly announcements of the awards are put on the school website.

Headteacher Stickers

When a child is sent to the Headteacher for exceptional work or behaviour, she/he is awarded a sticker. Children should be sent between 3.00pm.& 3.30pm.

Classroom Management

Strategies for good behaviour & relationships

We recognise these strategies and principles in order to encourage good relationships and behaviour and a calm, constructive learning environment.

- Maintaining good radar and ensure you nip any potential problems in the bud before they happen
- Adopting a calm but firm demeanour
- Keeping parents informed and on side
- Relationships – Ensuring children know that you care and that they matter
- Routines – Ensuring children understand what is happening throughout the day and week so that they feel settled (although we know that some variety and unplanned surprises will also make learning exciting)
- Enthusing the children so that they are absorbed with their learning

- Giving the child an opportunity to make it up to you and gain back some of what has been sanctioned e.g. earning back some of their playtime
- Ensuring the sanction is measured and manageable – taking 5 minutes of a child’s playtime as opposed to all is better for the adult and the child
- Humour – Joking with children when appropriate and enjoy a joke when the children say one
- Voice – Using a calm but firm voice
- Choosing your battles carefully. It is not every misdemeanour that should be challenged
- Giving attention to positive behaviour rather than negative. “Well done Myles,” rather than, “Abiola’s not ready”.
- Smiley face and clock face – Use of a smiley face on the board as an incentive to reward positive behaviour
- A quiet learning environment – We recognise that children like quiet and calm but that it is important that children are learning too. Sometimes a more vibrant learning environment is also encouraged as long as it is suitable to the task and learning is happening.
- Giving the child an opportunity to make it up to you and gain back some of what has been sanctioned e.g. earning back some of their playtime
- Following things through – you say that a child will miss 5 minutes of play then that should happen no matter how inconvenient to you
- Stare at a child and raise an eyebrow to register your disapproval
- Gender – We support gender equality but recognise that boys and girls are not the same and adjustments in techniques will be needed at times.

Some strategies we believe are damaging to a child’s development and **we will never use.** These are:

- Shouting to maintain order and assert your authority will gain respect
- Negative body language such as rolling the head and waving the hand
- Arguing with a child
- Focusing only on negative behaviour
- Over-excessive with sanctions

The process for managing inappropriate behaviour

In the first instance children are reminded about the school rules (see page 1). A set of very simple rules then needs to be drawn up with the children. The children are asked, ‘What will make you happy?’

Staff and children then agree to the rules e.g. no hurting anybody on the inside or the outside.

If children break the rules, they should be:

- Reminded what the expectations are.
- Be given a warning.
- Be given time away from the rest of the group in the Reflection Area*.

The rules are displayed in a prominent area in the class and are referred to as regularly as the teacher feels necessary but at least fortnightly.

Each teacher must ensure that positive relationships are built between themselves and their children. Every action possible must be taken to avoid any disruption e.g. ensuring that a child with little sleep the night before is allowed to sleep.

Classroom Rewards and Dojo

We believe the best reward is positive praise ensuring the child feels good about themselves. In addition to this all children are given stickers for good behaviour or good work.

Individual teachers also have their own systems of incentives too but all classes have an digital tracking system to award good behaviour and sanction poor behaviour,. Points are given or taken away accordingly. Parents can access the information at home. It must be noted that although the system works for the majority of children, any child not responding well and getting too many negatives should have an alternative way of managing their behaviour

The Refection Area and Reflection Time & Restorative Approaches

In line with Restorative Approaches, each teacher needs a place where the child who has broken the class rules can sit and reflect on their behaviour in the **Reflection Area**. Every effort should be made to avoid any child being sent to Reflection e.g. ensuring resources are ready for each session. Thought bubbles should be put up around the area where the child is sitting. **There should be a time limit that is set, the recommendations are 7 minutes for Infant children, 10 minutes for children in KS2. The child should monitor the time using a timer.**

Sanctions

We believe that a set of sanctions work hand in hand with the Restorative Approaches and will help children face up to the harm that they have done. Sanctions must be applied fairly and consistently. These will be regularly communicated to children and their parents.

Sending children out of class

Being sent out of class has serious implications for the child and to other children. There is a negative impact on their learning and other children's learning too. **Children should always be given the opportunity to make amends and think about their behaviour within the classroom before they are sent out.** Restorative Approaches should be used as much as possible to help the children examine the impact their behaviour is having on others.

Sending children out of class should be the last resort and children should always be told the negative effect that this has on their learning. Children are always given the chance to make up for any work missed so that there is no escape from learning.

Behaviour Partners

Each teacher is to have a 'Behaviour Partner' where they send children to. Each teacher must have an area where the child that has been sent out will sit. On arrival to another class, the child will be asked to fill in a pink strip. The class teacher or Teaching Assistant will check the strip is completed then send the child back to their class teacher.

Class	Behaviour Partner
R	Y1
Y1	Y2
Y2	Y1
Y3*	Y2
Y4	Y5
Y5	Y4
Y6	Y5

**Y3 children are to be accompanied by the TA.*

Sending out of class into corridor

There may be the odd occasion when children may need to be sent out for 2 minutes e.g. when a potential situation may be arising and a child needs a little time to gather themselves together. In cases like this, the child must be able to be seen and be asked to return after a few minutes.

What warrants a child being sent out?

- Once the process is gone through and if the child repeats the behaviour then the child should be sent out.
- Violent behaviour – the child is out of control and needs time out.
- Extreme and unwarranted behaviour that challenges the teacher's authority.

The child's name must be written in the Incident Book and the reason recorded. A child from each class brings the Incident Book to the Learning Mentor for checking every Friday. The Learning Mentor will talk to the children causing concern and take the appropriate action this may include sending a text message home to the child's parents.

THE INCIDENT BOOK

The Incident Book is used to record inappropriate behaviour in the classroom. It is kept on the teacher's desk. Visiting Teachers must be made aware of Incident Book by the teacher on release or by the teacher next door or the person showing the teacher to the class that they are covering. Incidents at playtimes and lunchtimes are recorded in the playground book.

DETAILS MUST INCLUDE:-

- Date, Name, Time and Incident, Action ,Initial

HOW ARE WE GOING TO USE THE BOOK?

- The Headteacher sees the books half termly.
- The Learning Mentor see the book weekly
- The Learning Mentor follows up continued disruption on a Monday.
- Patterns of behaviour are examined and the appropriate action is taken
- The child should see and know their behaviour is being recorded in the book
- It is to be used when completing children's records
- The Vulnerable Children & Families Team (VCAF) will discuss incidents where necessary
- Some incidents will be flagged up in the weekly dates for diary

WHAT HAPPENS NEXT? (Refer to "The stages" chart on page 8).

- The child will be sent out for 10 minutes.
- The Class teacher will send home the standard letter home to the parent if a child is sent out twice that week.
- The Class teacher will phone or write to the parent if concerned that no improvements are being made in the child's behaviour.

TO HEADTEACHER / MANAGEMENT (see Incident Book)

A child should be sent to the Headteacher with the Incident Book for:-

<u>Headteacher</u>	<u>Management or Learning Mentor</u>
• hitting an adult	* Spitting
• Swearing at a member of staff	* Arguing with an adult
• Stealing	* Serious emotional
• outburst	
• Bullying	
• Fighting or hitting another child	

The child will be given an Incident or Fight Form to complete. Parents are given the completed Incident Form or a Fight Form to read, sign and return.

All Incident / Fight Forms / letters are to be filed in the Fight / Incident Form file upon return and monitored termly.

FOR HOW LONG?

- The child will stay out of class at the Headteacher's / Management discretion

WHAT HAPPENS NEXT?

First offence	-	Three days playtimes missed
Second offence	-	One week's missed playtime <u>Parent's contacted – Written warning from Headteacher</u>
Third offence	-	Internal exclusion. Pastoral Support Programme (PSP) and Headteacher Report/Home School Contract

NB (Number of offences in an academic year)

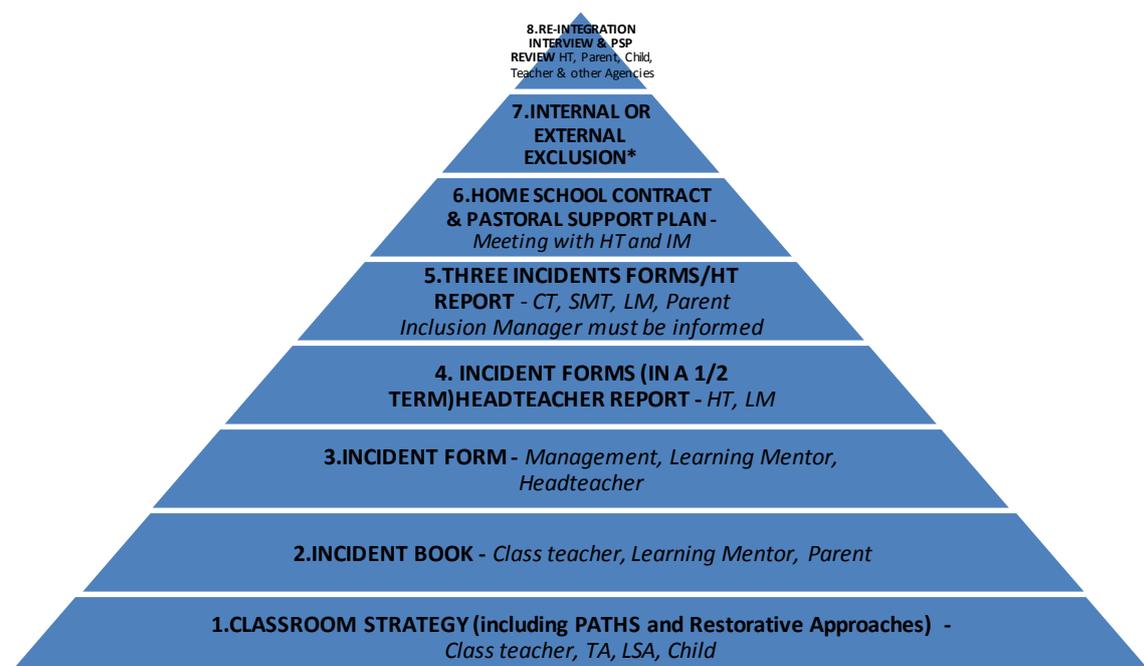
If the Headteacher is absent, a member of the SMT or Learning Mentor will deal with serious offences.

HITTING AN ADULT IS AN IMMEDIATE INTERNAL EXCLUSION - Continued acts of violence may result in an external exclusion or referral to New Woodlands School.

A record of forms given should be noted on the appropriate pro-forma.

THE STAGES

The writing in italics show who is involved at each stage



It is the class teacher's responsibility to inform parents if there is continued disruption (see Incident Book). Ongoing discussions with the Learning Mentor or Inclusion Manager is good practice at any stage and must take place.

* External exclusion is the very last resort. We hope that the early intervention strategies we put in place will mean that external exclusions will never need to be made. Our philosophy is **inclusion not exclusion**.

An internal exclusion can happen at any stage depending on the severity of the incident

WHAT HAPPENS AFTER AN EXCLUSION?

Re-integration Interviews

Before a child is allowed back into the classroom, following exclusion, there will be a **Re-integration Interview**. The Headteacher will write to request the parent attend this meeting following the fixed term exclusion, (this request will normally be in the exclusion letter). The Reintegration Interview is a meeting between the child, parent(s), Headteacher and other Agencies involved. During the meeting, strategies will be discussed and it will be made clear to all parties what will happen if inappropriate behaviour continues. A Pastoral Support Programme (PSP) will be drawn up/revisited and an IEP drawn up.

The interview is conducted on the school premises and coincides with the pupil's return.

The interview provides an opportunity to:

- Emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.
- Discuss how behaviour problems can be addressed.
- Explore wider issues and any circumstances that may be affecting the child's behaviour.
- Reach agreement on how the child's education should continue, how best they can be re-integrated and what measures could be put in place to prevent further misbehaviour.
- Consider, with parents, the possibility of a parenting contract.

WHAT ABOUT PLAYTIME AND LUNCHTIME INCIDENTS?

Playtime

Peer Mediators are present at playtime to help with minor playground issues.

- Teacher on duty reports to class teacher any incidents serious enough to be entered into the book
- Playground stickers - These stickers are for Key Stage 1 children. Those children who have managed to line up and behave well in the playground are given a sticker by their class teacher or support staff.

Lunchtime

Reception and Key Stage 1 get a sticker for eating all their dinner / salad.

Trained Mediators help children to sort out their problems at lunch playtime.

- If very serious these incidents should be entered in the class Incident Book

- Account of incident to be initialled.
- If the Meal Supervisor feels that an incident warrants further investigation, they should inform the child's class teacher at the end of lunchtime.

Happy Lunchtimes

All MMS have received "Happy Lunchtime" training and are able to deliver games in Happy Lunchtime Zones ensuring play during this time is structured and conflict is minimised.

Top Table – Children who behave well are chosen to sit on the top table with a friend.....

Children with SENB – Emotional and behavioural needs

Teacher and/or Learning Support Assistants (LSA) have specific strategies to deal with certain children with Special Educational Needs. These should be displayed in the staff room and in the Medical Room to inform the staff as a whole.

Staff will congratulate children on improvements in behaviour as regularly as possible.

Children who are never in the Incident Book are also to be given praise.

This policy has taken 2 years to devise and has been developed from the CPD and good practice we have been engaged in around the school. It has involved the School Council and Lewisham Behaviour Team.

Ms S E McFarlane

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PLAYGROUND LINING UP TIMES

AIMS:

- To reduce the risks of accidents
- To be calm and ready for the next lesson

EXPECTATIONS:

- Bell rings
- Stand still
- Teaching Assistants calls out classes to line
- Children walk quietly to line.

INFANT PLAYGROUND LINING UP TIMES

AIMS:

- To reduce the risk of accidents
- To help the children be calm and ready for the next lesson

EXPECTATIONS:

When the whistle blows at playtime, the children are expected to:

- get off playground equipment
- stand still
- stand in a space
- stop speaking
- get off playground equipment

When the children are asked to line up, they are expected to:

- put any equipment away sensibly and quickly
- walk quietly into line
- stand in single file

Each class teacher will then ask the children to sensibly walk into class.

ST JAMES HATCHAM CE SCHOOL

INCIDENT FORM

Name: _____ . Date: _____ . Year Group: _____ .

Who else was involved?

What was the problem?

What could you do if this happens again?

1.

2.

3.

Is there anything else that you would like to say?

Action

Signature – Class teacher _____ .

Signature – Head / Management Team Member _____ .

Signature – Parent(s) / Carer _____ .



ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

Dear Parent / Guardian,

At St James Hatcham we believe in keeping parents informed about their children's behaviour at school.

Incidents of inappropriate behaviour are usually dealt with by either:

- The Class Teacher
- A member of the Management Team (Ms Graham, Ms Pryce, Mrs Gibbs-Naguar)

If necessary you may receive a telephone call from any of the above members of staff.

At lunchtime the Meals Supervisors deal with less serious incidents.

For serious incidents, your child will bring home an Incident Form. This form is the child's statement of the incident. If this happens it would be appreciated if you could talk to your child about the incident and acknowledge that you have done so by signing the form and returning it to your child's class teacher.

If you have any questions or concerns about your child, please do not hesitate to contact the school.

A copy of our Behaviour Policy is available for parents to look at in school.

Thank you for your support.

Yours sincerely

Ms S E McFarlane
Headteacher

ST JAMES HATCHAM CE SCHOOL

FIGHT FORM

Name: _____ . Year Group _____ . Date: _____ .

With whom did you fight?

What was the problem?

Why did the other person fight with you?

Did fighting solve the problem?

What are three things you might try if this happens again?

1.

2.

3.

Is there anything you would like to say to the person you fought with?

Action

Head's signature _____ .

Parent/Carer signature

To make our school happy we will;

- Listen carefully to each other.
- make each other feel safe on the inside and the outside.
- Respect school resources.
- Move around safely and sensibly.
- Do as we are asked by all school adults.

If we do not we will;

1. Be **REMINDED** of the expectations
2. Receive a **WARNING**.
3. Have **TIME OUT** in our classroom.
4. Have 10 minutes **TIME OUT** in another class.
5. Be in **BIG TROUBLE** and be sent to Ms McFarlane.

If we do we will ...



ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

Date:

Dear

GOOD NEWS

I would like to let you know that _____ has been recognised at school for consistent good behaviour and focused work. Please praise your child as it is behaviour like this that ensures that your child and others in his/her class reach their full potential.

I would like to thank you for your support and hope that together we can continue to help your child achieve the results they deserve.

Yours faithfully,

Class teacher



ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

Date:

Dear Parent/Carer,

Unfortunately it has been necessary for me to send _____
to spend time in another class for _____.

I'm sure that you would agree that constant low level disruption can prevent your child and others from learning.

I would be grateful if you could support me by speaking to your child about their behaviour and returning the tear off slip below.

Yours faithfully,

(Class teacher)

I have received the behaviour letter and have spoken to _____
about his/her behaviour.

Signed _____ Date _____