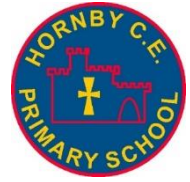




Lune Valley Federation of Leck St Peter's and Hornby St Margaret's Church of England Primary Schools



Promoting Positive Relationships and Supporting Behaviour Policy

Belonging, Believing, Succeeding Together

'I have come that you may have life, and have it to the full.' (John 10:10)

Our vision is for every individual within our school community to achieve their potential, valuing each person as created in the image of God and therefore of infinite worth. We believe that in belonging we are connected and have a shared belief, ownership and responsibility in the success of ourselves and others.

We aim to inspire children to learn with joy, curiosity and enthusiasm and to aspire for excellence in all they do. We aspire to empower life-long learners who are equipped with the moral strength and spiritual depth they need to show love, compassion and advocate to make their world a better place.

We encourage our children to 'live fruitfully' by showing the values of '**Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-control**' (Galatians 5:22-23) as well as perseverance, forgiveness and hope.

Our Christian values are at the core of everything we do. They shape and underpin the Christian ethos of our school. We aim to achieve our vision by living out these values, which are shared and owned by our whole school community.

Through embedding our vision and values, we endeavour to achieve everyone flourishing together.

Policy Statement

This policy is based on best practice guidance, trauma informed research and has included input from members of staff, representatives from the governing body and pupils.

Policy Scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provided guidelines and procedures as to how our school supports and responds to behaviour.

Context

As pupil attitude and behaviour is woven throughout many aspects of school, this policy

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should be read alongside the following:

- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Attendance Policy
- Home School Agreement
- Curriculum Policies
- E-Safety Policy
- Equality Policy
- Special Educational Needs Policy
- Exclusions Policy

Aims

This policy aims to reflect and represent our vision, Christian values and beliefs, and what we want to achieve as a school community. The governing body of our schools believe that the positive atmosphere in each school is based on a sense of community and our shared values which are taken from Galatians 5:22-23. Both schools aim to ensure that the Behaviour Policy and the values represented in the curriculum reinforce one another. Both schools encourage a sense of collective responsibility amongst all staff and governors, staff and pupils and a sense of commitment to the school amongst pupils and their parents.

Our schools are committed to the emotional mental health and well-being of its staff, pupils, and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.

Our schools are Attachment Aware which means we focus on building positive relationships between children and staff and children and their peers.

We want to:

- Create a positive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole school approach to maintaining high standards of behaviour that reflect the values of the school.
- Provide a consistent and calm approach to celebrate the best behaviours.
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.

In using a restorative approach, the belief is that everyone can self-manage / self-regulate their own emotions and behaviours. We encourage reflective thinking to support children to understand their actions and the impact the actions may have had on them and others whilst seeking to promote a positive outcome. Ultimately, we wish to give our children the confidence to think for themselves and to develop strategies for use in school and the wider

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world.

The pastoral role of class teachers is considered to be crucial in helping pupils to receive full benefit from their education. Our schools understand that teachers are part of a statutory network of caring professionals whose duty is to co-operate in the provision of support for all children.

Behaviour Expectations

Behaviour is managed well where adults know their classes and develop positive relationships with all children.

At the start of every new school year, children discuss their class expectations / rules. These are based on our school Christian values and seek to show respect towards ourselves, each other and our school environment.

Rights and Responsibilities

Staff

We expect all staff member to:

- Meet and greet children in the playground / at the door.
- Publicly praise by catching children 'in'.
- Model good behaviour in their words and actions.
- Treat everyone in school with courtesy, consideration, and respect always.
- Be proactive in providing behaviour support for all children.
- Apply appropriate rewards / sanctions to compliment the ethos and to encourage positive behaviour in our schools.
- Use restorative conversation prompts when talking to children.
- Follow up all behaviour including restorative conversations and communication with parents.
- Deal with inappropriate behaviour privately.

Children

We expect all children to:

- Aim for the highest standards of personal behaviour.
- Ask for help and expect to be supported if they are finding any aspect of school challenging.
- Learn how to self-manage / self-regulate their own emotions.
- Treat everyone in school with courtesy, consideration and respect at all times.
- Understand that they need to engage with adults to improve aspects of their own personal behaviour.
- Follow accept the sanction imposed.
- Understand that unacceptable behaviour which puts themselves or others at risk of harm will not be tolerated.

Parents/Carers

We expect every parent / carer to:

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- Work in partnership with our schools.
- Reinforce self-discipline and our standards of behaviour.
- Keep us informed of anything that may affect your child.
- Treat everyone in school with courtesy, consideration, and respect always.

Governors

We expect all governors to:

- Concern themselves with the promotion of good behaviour within and across our schools.
- Support the agreed policy.

Classroom Management

Creating a classroom climate which is tolerant of mistakes and learning difficulties can help children to learn from their mistakes in a way that encourages a sense of competence and the growth of self-esteem. Our school values, taken from **Galatians 5: 22-23** help children develop these tolerances, in a secure and supportive environment. Learning programmes that reinforce achievement and encourage pupils to try again are important in nurturing a child's self-respect.

Key characteristics of good practice in classroom management which teachers will adopt in order to promote a positive approach to learning and behaviour are:

- Create a positive ethos and expect good behaviour from all.
- Promote our Fruit of the Spirit Values to encourage all children.
- Establishing and maintaining a calm and purposeful learning environment.
- Prompt start to lessons.
- Lessons are well-planned to engage, motivate, challenge and meet the needs of all pupils.
- High expectations and an emphasis on children achieving to the best of their ability.
- Recognition and praise of good behaviour.
- Be aware of all that takes place outside the classroom as well as in it.
- Show a caring attitude and interest in all children, including those who try to remain unnoticed.
- Vary the groupings and seating places of children so that they can understand consistent patterns of collaboration.
- Actively encourage all pupils to work together in pairs or groups, helping each other to learn.
- Praise and reward good behaviour consistently using the PIP and RIP techniques (Praise in Public; Reprimand in Private).
- Establish clear classroom rules and routines (these are created by staff and children and link to our Fruit of the Spirit Christian Values).

Celebrating Positive Behaviour

Our behaviour policy is based around positive reinforcement and outcomes at all times,

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developing a positive culture and ethos across school. All staff model and exemplify positive behaviour and constantly praise children for their good behaviour, manner and attitude. We believe it is important to recognise and value the appropriate behaviours which are demonstrated by our children. We believe that children will achieve more, be better motivated and behave better when staff commend and reward their successes. It helps a child to recognise that they are valued.

At our schools, we reward children's good behaviour, attitude or work using a number of different methods which include:

- House Teams: when a child begins their educational journey with us, they are assigned a House group. Children can be awarded merits/house points by any member of staff, volunteer or visitor to school. This may be for many reasons including: good behaviour, modelling of our Christian values, attitude, or work, etc., Team points are collected in class and collated on a weekly basis. The whole school winning team is announced in assembly and the winning house has ribbons tied onto the trophy for the week. This is announced in the weekly newsletter.
- Certificates are awarded in assembly together with the 'Christian Value' of the week certificate. The names of the children awarded these certificates are announced and celebrated in our weekly newsletter.
- Children are awarded individual verbal or written praise in class or on their work and successes are celebrated and shared during lesson times and in assemblies.
- Children may be asked to visit the Headteacher to show and talk about a piece of work, celebrating their personal achievement. The children's work will be copied and sent home so that this can also be celebrated at home.
- Children's out of school achievements will be celebrated in Celebration assembly on a Friday. Children are encouraged to bring in any certificates, trophies or awards earned. These children will be announced and celebrated in our weekly newsletter.
- Temporary in-class reward systems may be used which include use of charts and rewards. These may be used to specifically encourage positive behaviours from individuals who are finding this challenging in the day-to-day running of the class and need a more tailored approach.

Inappropriate Behaviour and Sanctions

Children are always encouraged to behave in a safe and courteous manner and the behaviour of our children is generally very good. However, we recognise that there may be occasions where inappropriate behaviour is demonstrated, and in these instances, staff will respond promptly and firmly and in a consistent manner. We want children to understand they have a responsibility for their own behaviour, and that we will support them doing this. Part of this is enabling them to recognise that there are consequences for behaviours which undermine the positive ethos of our school community and disrupt the learning of themselves and others.

When sanctions are applied, staff will engage in appropriate dialogue with the child so that he/she is fully aware of the reasons for the consequence.

Staff will follow a stepped approach for responding to behaviour in school.

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Step 1: Reminder	<p>A reminder of the school rules:</p> <p>kind to others, speak nicely, take care of school things</p> <p>Expectations are clear and the reminder is delivered privately (where possible)</p>
Step 2: Warning	<p>A clear verbal warning delivered privately (where possible) making the pupil aware of their behaviour, how it breaches the school rules kind to others, speak nicely, take care of school things and clearly outlining the consequences if they continue.</p>
Step 3: Time Out	<p>The pupil will be directed to use the calm area within the classroom. Where possible, this will be facilitated by an adult or the pupil will be directed to use the resources and prompts within the space.</p> <p>This will be for a short period of time, allowing the pupil to regulate and return to learning.</p>
Step 4: Follow Up Repair and Restore	<p>The pupil will be supported by class staff, pastoral staff or phase leader to have a restorative conversation, following the whole school restorative conversation / emotion coaching approach.</p> <p>This will include an agreed logical consequence.</p> <p>This behaviour will be recorded on the school reporting system.</p>
<p>Step 5: Internal Exclusion</p> <p>Serious misbehaviour Intentional vandalism Consistent refusal to work Consistent refusal to follow instructions Intimidating others Consistent inappropriate behaviour Unreasonably high level of disruption that significantly disrupts learning Hurting friends Throwing objects Threatening behaviour Swearing Shouting at adults</p>	<p>The pupil will be directed to work in a different area of school (either Infant classroom or Junior classroom).</p> <p>The pupil will be sent with work which they will complete during the time spent in the other classroom.</p> <p>A meeting with the headteacher and parent will take place.</p> <p>A class agreement of what is expected of child will be drawn up before the child can return to class. Class teacher / Head teacher with child.</p>
<p>Step 6: Suspension</p> <p>Serious misbehaviour</p>	<p>Fixed term and permanent exclusions may be used – but these are the final resort, and often don't benefit the child.</p>

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Physical or verbal aggression directed towards an adult or pupil Racism Use of object/weapons to hurt others Serious/ continued bullying incidents Significant acts of violent	The decision to suspend a pupil will be made by the Headteacher. If the decision to suspend is made, then a meeting with parent followed by letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing school work and the back to school meeting will be issued.
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All serious misbehaviour is reported to the Headteacher and recorded in a behaviour file. Continual or extreme bad behaviour will result in the Headteacher contacting parents to discuss the child's behaviour. Parents are informed when their child's behaviour is causing concern and their support, help and cooperation sought.

When dealing with incidents of extreme behaviours, staff will use proactive and / or reactive strategies to encourage children to alter their behaviour and support them in making the right choices.

Examples of proactive strategies include	Examples of reactive strategies (strategies that are used after the undesired behaviour occurs)
<ul style="list-style-type: none"> • Removing or minimising identified triggers in advance • Now and next board (including transition reminders) Language of 'first... then...' • Explaining new situations before they occur • Pre-teaching activity • Visual timetable (establishing routine) • Spot them being good – positive descriptive praise • Choices – this or this • WOW sheet • Necessary adjustments to the physical environment (noise levels, seating arrangements) • Visual aids (e.g. traffic light cards, feelings cards, calm-down cards) • Distraction techniques • An agreed calming activity 	<ul style="list-style-type: none"> • Ignoring certain behaviours (e.g adult name-calling, swearing) if appropriate • Reminding the child what is expected of them • Distraction • Removing the trigger related to the incident • Any calming techniques including a calm space • Reassurance • Restorative justice • Use of phrases to use and not to use • Change of face/place • Removing self to a safe distance to observe child but not engaging in conversation / giving prompts / reminders

Safeguarding

Our schools recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse, please read The Lune Valley Safeguarding Policy.

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Inclusion

God made everyone unique. This means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices. All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents. There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different responses, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child e.g. Early Help (with parental consent), play therapy (with parental consent), brain training (with parental consent) and counselling (with parental consent). When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

SEND

Our schools recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

Reasonable Force

School staff have a legal power to use reasonable force. Parental consent is not required.

Force is usually used to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

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'Reasonable in the circumstances' means using no more force than is needed.

Schools generally use force to control pupils and to restrain them.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Exclusion

Exclusions are rare. The headteacher of a school can take a decision to exclude or suspend a pupil from the school for a fixed period of days or permanently in line with the school's behaviour policy, after taking into account all the circumstances, the evidence available and the need to balance the interests of the individual pupil against the needs of the whole school

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community.

Home -School Agreement

Our schools collaborate actively with our parents and carers so that our children receive consistent messages about how to behave at home and at school.

A home school agreement is sent home and signed by the Headteacher, parent/carer and the child themselves. This outlines the responsibilities of the child, parent and school.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. A bully is a person who hurts someone over and over again on purpose by saying or by doing unkind things. It can be namecalling, isolation, hitting, kicking, theft, offensive remarks of any description (including racist, sexist or homophobic), threatening behaviour either face-to-face, online or via text.

At our schools, incidences of bullying are dealt with very seriously and in accordance with our Anti Bullying Policy (Please refer to the Anti Bullying Policy for more information).

Racism

Our schools are committed to building a community based on British Values, mutual respect and understanding.

Our schools recognise that all members of its community, pupils, parents and staff, of which ever racial group or background, have the right to be treated with equal respect.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality, and national or ethnic origins including religion and language. Racist incidents in school are those which are perceived to be racist by the victim or any other person.

Racism is unacceptable and will not be tolerated. Perpetrators of racist incidents will be disciplined in accordance with school sanctions depending on the severity of the incident.

When racist incidents are witnessed or alleged, students, staff and parents are advised and urged to notify the Headteacher. Parents of both the victim and the perpetrator will be notified that a racist incident has occurred, and the incident recorded in accordance with Local Authority procedures.

Child on Child Abuse

We acknowledge that children can behave in ways that can be harmful to other children. This can be described as Child-on-Child Abuse and is a safeguarding issue.

Where child on child abuse is alleged, a risk assessment will be undertaken to reduce the risk of repeated incidents. Consideration will be given to supporting both the victim and alleged perpetrator.

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The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. They may therefore be suffering, or be at risk of suffering, significant harm and need protection.

Any long-term plan to reduce the risk posed by the alleged perpetrator must address both the alleged perpetrator's and victim's needs.

Further information regarding Child-on-Child Abuse can be found in the Safeguarding and Child Protection Policy.

Confiscation of Inappropriate Items

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Further guidance can be found in the DfE document: Searching, Screening and Confiscation Advice for schools (July 2022).

Conduct Outside the School Gate

We expect our children to maintain the same standards of behaviour expected of them in school when:

- Taking part in any school organised or school related activity;
- Travelling to and from school.

The same sanctions will apply as in school.

Consultation, Monitoring and Evaluation

The Headteacher, along with school staff, monitors the effectiveness of this policy on a regular basis.

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The policy will be reviewed annually by all staff and amended in the event of any changes made. Children will be asked to give their opinions at School Council and class discussion times.

Each year, the policy is reviewed by the governing body and, if necessary, recommendations for further improvements or amendments are made.

This policy was agreed by the Board of Governors of The Lune Valley Federation of Leck St Peter's & Hornby St Margaret's C of E Schools on: 13th June 2024

The scheduled review date of this policy is: June 2025

Signed: (On behalf of the Governing Body)

Date:

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