



## **BEHAVIOUR AND RELATIONSHIPS POLICY**

**ADOPTED DATE: October 2018**

**Reviewed: November 2020**

**Relationships are the positive connections between children, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support.**

Children who feel connected to school are more likely to succeed- building these relationships requires perspectives that embrace positive attitudes and beliefs, emotional, cultural and linguistic intelligence, as well as an understanding of the needs and experiences of children, and an understanding of the school environment. Caring adults play an important role in building strong relationships with children and facilitate their connection to school.

Everybody communicates through their behaviour. Occasionally, children engage in challenging behaviour and that is for a reason. The purpose may not be clear, but there is always a reason behind the behaviour.

Like any school, Glemsford Primary Academy is made up of a lot of children and adults working, learning and playing together every day. When many people are in close proximity like this, there are certain rights and responsibilities that need to be established so that everyone can enjoy a safe and beneficial learning experience. These rights and responsibilities help us to balance our own wants and needs with the wants and needs of those around us.

Balancing what we want with what others want is a difficult concept for young children to grasp sometimes. So we present our high expectations for behaviour in the form of **The Glemsford Scales**, balancing rights with responsibilities, thinking of ourselves and thinking of others.

| <b>THE GLEMSFORD SCALES</b>            |   |
|--|---|
| <b>At Glemsford Primary Academy...</b> |   |
| <b>You have the right to:</b>          | <b>You have a responsibility to:</b>        |
| Be yourself                            | Tolerate differences in others              |
| Express yourself freely                | Respect other people's beliefs and feelings |
| Be treated with kindness               | Be kind to others                           |
| Learn as much as you can               | Allow others to learn                       |
| Say when you need help                 | Help and support others in need             |
| Be positive and confident              | Provide encouragement to others             |

When unacceptable behaviour is shown, this is usually because a person is tipping the balance of one of these scales in favour of themselves and not thinking of others.

Our underlying principle is that **we treat others as we wish to be treated ourselves.**

We have high expectations for our children's behaviour and these are modelled by the adults in the school – because we know that no behaviour policy is effective unless we, as responsible adults, set the right example for

the children to follow. So we try at all times to exemplify the rights and responsibilities shown in the Glemsford Scales.

In addition to modelling good behaviour and exemplifying the Glemsford Scales, as responsible adults we try at all times to:

- encourage good behaviour and correct poor choices of behaviour;
- make all pupils aware that if they do not abide by the Glemsford Scales, there will always be consequences;
- acknowledge and reward positive behaviour wherever and whenever we see it;
- pre-empt negative attitudes and unwanted behaviour by maintaining a positive and encouraging environment in which all pupils and adults feel included and valued.

Our high expectations of teachers' professional duties, including their management of pupil behaviour, are in line with the DfE's **Teachers' Standards**, which are used to monitor all teachers' performance, and which include, in particular:

**Manage behaviour effectively to ensure a good and safe learning environment:**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**PLAYGROUND PROMISES**

The Glemsford Scales also apply to pupils' behaviour on the field and playground, and around the school generally.

There are some extra promises we make so that everyone can play together safely and happily in our playground:

- We are gentle
- We are kind and helpful
- We play fairly and honestly
- We listen to others
- We tell an adult if we are unhappy

**DINING HALL PLEDGES**

In order to ensure that lunch time is a sociable and beneficial part of the school day, we observe our **Dining Hall Pledges** and we reinforce these wherever and whenever possible. The Dining Hall Pledges are:

We promise to:

- Use quiet voices
- Walk sensible around the Dining Hall
- Keep our food on our plates
- Show respect to adults and to each other
- Eat with our mouths closed
- Use knives and forks to eat our school dinner
- Carry things carefully
- Put our hands up if we need anything
- Eat our lunch, talking to others on our table
- Have good table manners at all times.

A member of teaching staff is on duty every day, in addition to our MDSAs, and this teacher observes and records the names of two children who are particularly exemplifying these pledges. Their names go into a book and at the end of the week these 'winners of the golden tickets' sit at the top table with the Headteacher. This is a positive way of reinforcing politeness and good manners at this important time in the day.

## **ADULT INTERVENTION**

In the normal course of daily events, the class teacher will be responsible for monitoring the behaviour of his or her pupils. At lunchtime, the Mid-day supervisor team (MDSAs) take on this role, and remain in close communication with teaching staff each day. A record of behaviour concerns is kept in the staff room, which is read and completed by all staff regularly.

## **REWARDS AND POSITIVITY**

We will try at all times to acknowledge and reward good behaviour that is in the spirit of the Glemsford Scales and in line with our underlying principle of treating others as we wish to be treated ourselves. We will build a culture of support and encouragement in our classrooms and around the school, through assemblies, class discussions and displays.

Rewards for good behaviour will include, but not be limited to:

- Positive praise for making good choices, trying hard, respecting others and achieving well
- Moving up the weather chart (or other form of behaviour chart in class)
- Earning individual House points or Class Dojo points given
- Receiving stickers from adults within school for good behaviour, good effort made
- Celebration certificates (awarded in Achievement Assemblies on Fridays)
- Golden Time
- Being invited to see the Headteacher for extra praise and encouragement

## **SANCTIONS**

When unacceptable behaviour is shown, it is essential that a member of the teaching staff indicates to the child involved why this behaviour is wrong, using the Glemsford Scales to highlight how they have not balanced their own wants and needs with the responsibility they have for thinking of others, but rather have tipped the scales in favour of themselves. (There will usually be one of the Glemsford Scales that is most relevant and this must be indicated clearly to the child).

It is important for staff to indicate to the child it is their *behaviour* that is unacceptable, rather than the child being inherently naughty. That is to say, we will strive to separate the behaviour from the child and encourage the child to show self-control and make good choices.

As a result of any unacceptable behaviour, there should be consequences in the form of sanctions, for which the following Behaviour Sanctions Scale must be adhered to consistently and fairly, by the teacher.

| <b>Scale</b> | <b>Unacceptable behaviour</b>   | <b>Sanction and staff action</b>  |
|--------------|---|---|
| 6            | Continued refusal to follow instructions, accept advice or heed warnings<br>Continued unacceptable behaviour  | Parents called in to see HT<br>Permanent exclusion made<br>Governors and Exclusion officer informed<br>CPOM recording<br>Parents notified   |
| 5            | Assault on a member of staff<br>Continual violence towards another child or adult, despite repeated warnings<br>Permanent damage to school property | Pupil taken to HT<br>Parents called in to see HT<br>Pupil given external exclusion of 1 day or more, with official letter from HT, kept on file.<br>Governors and Exclusion officer informed<br>Behaviour Plan and/or Report Card provided<br>Behaviour support may be sought from outside agencies<br>CPOM recording<br>Parents notified |

|   |   |  |
|---|---|--|
| 4 | Persistent violence towards children or adults –<br>spitting, kicking, slapping<br>Damaging school property<br>Repeated swearing<br><b>Disruption that has interrupted the learning of others significantly over an extended period of time.</b>  | Pupil taken to HT<br>Internal exclusion for half day, supervised by DHT or HT.<br>Pupil completes Think Sheet with HT<br>Parents called in to see HT<br>Loss of Golden Time<br>CPOM recording<br>Parents notified  |
| 3 | Aggression towards another child<br>Mistreating school property and throwing objects<br>Intentional theft<br>Using the wrong language – swearing<br>Persistent failure to follow instructions or heed warnings from Teacher<br>Persistent disruption over several days (repeated problem) | Pupil taken to DHT<br>Pupil completes Think Sheet with DHT, copy given to Teacher to follow up on<br>Behaviour Plan formulated, in consultation with the SENCO<br>Pupil may be moved to separate area in classroom<br>Loss of Golden Time<br>Loss of points<br>Loss of break/lunchtime (depending on severity)<br>Removed to work in another class<br>CPOM recording<br>Parents notified |
| 2 | Continual, persistent disruption<br>Name calling and shouting   | Reprimand by Teacher<br>Loss of some Golden Time<br>Pupil completes a Think Sheet with Teacher, file given to DHT for recording<br>Loss of points<br>Break time / lunchtime lost (depending on severity)<br>Removed to work in another class<br>CPOM recording<br>Parents notified   |
| 1 | Not following instructions<br>Disruption in class   | Warning by Teacher<br>Loss of some Golden Time<br>Loss of points   |

**Note**, the above instances of unacceptable behaviour are examples only, there will be other forms of selfish behaviour that may also fall below our high expectations and do not meet with the Glemsford Scales or our underlying principle of **treating others as we wish to be treated ourselves**. For clarification or further assistance, teaching staff must consult with the Deputy Headteacher in the first instance and then with the Headteacher.

If a child is the victim of unacceptable behaviour, and especially persistent, unkind behaviour against them, their parents/carers are invited into school to discuss the measures we are putting in place to ensure their child can feel safe and happy moving forward. Support and reassurance are given at that time and the situation will be carefully monitored through the staff actions listed above.

### **BEHAVIOUR PLANS**

If any child chooses to continually break our rules, a Behaviour Plan will be drawn up. We will look for the:

- Frequency;
- Intensity;
- Generality; and
- Duration,

of the disordered behaviour in order to discover what triggers or exacerbates the behaviour concerned. Calls for outside support may be made, including Behaviour Support, which may involve observations carried out by visiting experts.

Discussions with parents regarding significant behaviour incidents involving other members of staff should, wherever possible, include the child's class teacher.

Then an Action Plan will be drawn up. We will:

- have a team approach so that all staff are giving the same message;
- show the pupil what is acceptable behaviour;
- offer moral, emotional and practical support for the pupil, their teachers and support staff;
- involve the parents of the child;
- draft a Behaviour Plan and review it regularly.

### **MONITORING AND REVIEW**

The School keeps a variety of records concerning incidents of misbehaviour. It may be necessary for the class teacher to record minor classroom incidents. We also keep a record of any serious incidents that occur using a Think Sheet (Appendix A). This includes the prompts:

- What happened?
- What rule did I break?
- What did I do?
- What I would do next time?

A copy will be sent home and one will be kept in the child's blue file.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School Policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the non-statutory guidance (The Duty to Promote Race Equality: A Guide For Schools) and that no child is treated unfairly because of religion, gender, race or ethnic background.

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.

### **RESTRAINT**

We have a member of staff who has had specific training on physically restraining children. We do not expect to have to use restraint with our pupils.

Any staff who feels that staff or children are in danger may use "reasonable force" to protect others but should never crowd the personal space of the child and should allow them to walk away and calm down if possible.

If a child needs to be restrained for their safety or the safety of others, SLT should be contacted immediately.

Any staff who has had to physically restrain a child will need to record the event on SIMS. This should include why, how (what type of restraint) and the outcome. They should also have a chance to speak to the head teacher who will then contact the parent of the child.

### **Runners**

If a child attempts to run away from school, SLT should be contacted immediately. It would be appropriate for SLT or Julie Britton to restrain the child for their own safety. If the child leaves the school grounds the following will happen:

SLT to contact office immediately.

Office to ring police and then parents.

A member of SLT to take mobile phone and look for the child giving regular updates back to the office.

### **Covid 19 amendments: years 1-6**

The guidelines for schools, set by the DfE, have been clear on the need to ensure social distancing (where possible) and handwashing is paramount to a safe working environment. Glemsford Primary Academy take these stipulations very seriously and have set out our expectations and sanctions below.

- Arrival and departure – children should follow the staggered start and distancing from others at all times.
- Hygiene, such as handwashing and sanitising – all children must wash their hands regularly throughout the day. Ideally, this should be with soap and water. There will be hand sanitisers in all classrooms.
- Children must stay within their 'social bubble' and not socialise with children outside this.
- Children should move around school according to our distancing rules.
- In the event of sneezing / coughing 'children should follow the 'catch it, bin it, kill it' and avoiding touching your mouth, nose and eyes with hands
- Children are not to share any equipment or food.
- Children should follow the rules on distancing at lunch / breaktimes.
- Children should not touch anybody else whilst in school.
- ***Children that follow these expectations will be rewarded with points on Class Dojo. If an expectation is not followed a member of SLT needs to be informed and the incident recorded on CPOMS.***

**REVIEW DATE: SEPTEMBER 2021**

## Glemsford Primary Academy - Think Sheet

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

|                             |                                    |
|-----------------------------|------------------------------------|
| The Glemsford Scale         | What did I do wrong?               |
| How did this affect others? | How can I learn from this mistake? |

Adult this has been discussed with \_\_\_\_\_

Signed \_\_\_\_\_ (child)

Adult \_\_\_\_\_

|                           |
|---------------------------|
| Any further action taken: |
|---------------------------|



## The Glemsford Scales

Be yourself



Tolerate differences in others

Express yourself freely



Respect others' beliefs and feelings

Be treated with kindness



Be kind to others

Learn as much as you can



Allow others to learn

Say when you need help



Help and support others in need

Be positive and confident



Provide encouragement to others