



Relationship and Behaviour Policy



Date Created: September 2019

Reviewed: September 2021

Next review due: September 2022



Relationship and Behaviour Policy

1. Abbots Farm Junior School Vision

1.1 Vision and Ethos

At Abbots Farm Junior School, we endeavour to create a happy, safe and inclusive environment to enable children to reach their full potential. All those who work with the school, including staff, pupils, parents and the wider community, have a vital role to play in the support that our pupils require to thrive. We recognise the integral role that the development of positive relationships plays in this process.

Positive relationships in schools are central to the wellbeing of both pupils and teachers and underpin an effective learning environment. Schools play a significant part not only in the formal education of young people but also in their wellbeing – and hence the wellbeing of families and communities of the future. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships.

1.2 Aims

The school has identified the following aims to support the development of relationships and high quality behaviour characteristics:

- To model how pupils can demonstrate high quality behaviour
- To provide guidance on how pupils can demonstrate high quality behaviour
- To build pupils' capacity to develop relationships
- To develop pupils' understanding of what makes a relationship effective
- To provide a safe, secure and happy environment for pupils to learn
- To develop pupils' emotional intelligence
- To provide systems which promote positive behaviour that support all members of the school community
- To provide all stakeholders with the opportunity for their voice to be heard

1.3 School Values and Rules

The school has identified four key values which sit at the heart of all learning and personal development at Abbots Farm Junior School. School staff support all children in developing their awareness of these values and strive to empower children to take ownership of the development of these values in themselves. Through shared expectations and a consistent approach, the school aims to promote a harmonious working environment where all can build the skills of working both independently and co-operatively. By creating a sensitive and supportive atmosphere all children are encouraged to:

Be Ambitious
Be Reflective
Be Resilient
Have a Healthy Body and Healthy Mind



The school rules, which were agreed through consultation with the whole school community, are designed to support the children in demonstrating positive relationships and encompassing the ethos of our school:

We are Kind
We are Respectful
We Always Try our Best

2. The Roles of All Stakeholders in Developing Relationships

2.1 Role of Staff

Developing a positive relationship between staff and pupils is a fundamental aspect of high-quality teaching and learning; it promotes a sense of school belonging and encourages pupils to actively participate in their own development. School staff support pupils to develop their confidence to experiment and succeed in an environment where they are not restricted by the fear of failure. They are able to assist and develop pupils' resilience and ambition, and help them become reflective learners, as well as being there for support and guidance.

By being aware of every child's individual needs, whether academic or social/emotional, staff provide the necessary support to ensure that children are supported in overcoming their barriers to success. This support is delivered in a number of different ways dependent on the situation and the needs of the child, such as:

- Listening to a child when they wish to share concerns
- Offering advice and guidance in relation to concerns
- Adapting practice to support children with specific needs
- Communicating with parents about their child's/children's concerns
- Liaising with other school staff and outside professionals who may be able to provide further support
- Plan appropriate additional support (1:1 sessions, interventions)

Staff positively encourage a culture where children and young people feel included, listened to, respected, safe and secure. Furthermore, pupils' achievements and contributions are valued and celebrated which is essential to the development of good relationships. In order to create this environment for effective learning and teaching, there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

Examples of how staff seek to develop and strengthen relationships:

- Treat all pupils with respect
- Provide a safe and positive learning environment
- Be there to listen to pupils and provide advice and support
- Use techniques learnt through Emotion Coaching training to develop/regularly reflect on practice
- Identify the most appropriate time to address issues
- Monitor pupils that are not presenting themselves emotionally and mentally as they usually would
E.g. actively speaking to a pupil who is acting a lot quieter than usual

Staff understand the importance of highlighting the positive behaviour choices made by pupils, as and when they happen. They seek to celebrate these instances both publicly, where appropriate, and privately with the individuals.

Examples of how staff celebrate positive pupil behaviour are:

- Praising children
- Giving children stickers
- Best work stamps
- House points
- Termly house awards
- Class tokens
- Learner of the Week certificates
- Head Teacher's award
- Postcards home

Examples of actions that staff seek to avoid:

- Humiliation
- Over reacting – the problem will grow
- Blanket punishment – this is unjust towards the others
- Shouting
- Harsh sarcasm
- Threatening children with someone else's discipline (e.g. go to see Mr X)
- Using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)

It is integral for the development of healthy relationships that staff find a consistent balance between promoting positive behaviour and supporting children in recognising when actions are inappropriate. When it is required to do so, staff will carefully consider when and how sanctions are put in place, clearly explaining their reasoning to individuals in order for pupils to develop an understanding of the impact their actions have had on others and that such behaviour choices require further reflection as a result.

The creation of the school **Behaviour Ladder** (see **Section 3** and **Appendix 1** for more information), allows pupils and staff to engage in productive discussion around behavioural actions and the impact they have on individuals. It gives pupils an understanding of consequence and the importance of reflection and should be utilised by all school staff when supporting children after incidents have occurred. Most importantly, it provides pupils with an opportunity to jointly agree upon any potential sanctions, and develop a greater sense of self-awareness, in order to strengthen their decision-making process in the future.

Staff welcome communication with parents/carers on all aspects of their child's education, including their personal and social development and welfare. Where appropriate, staff will contact parents/carers to discuss specific incidents of behaviour or concerns around attitude and engagement with their child's learning and will always endeavour to communicate as soon as possible if they feel it is needed.

Examples of communication with parents/carers are described below:

- Informal chat before or after school
- Correspondence through the pupil's planner
- Contact through a telephone call
- Email via admin2421@welearn365.com
- Meeting with parents/carers after school

To ensure that all members of the school community fulfill their role, the headteacher will act as a link between all stakeholders to promote the development of relationships and the positive, consistent management of behaviour.

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to

implement the school's Relationship and 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 teacher to ensure the health, safety and welfare of all children in the school.

2.3 The Role of Governors

The governing body has the responsibility of setting down general guidelines on standards of behaviour management, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school's Relationship and Behaviour policy, but governors may give advice to the headteacher about particular behavioural concerns. The headteacher must take this into account when making decisions about matters of behaviour.

2.4 Role of the pupils

All pupils are encouraged to take responsibility for their own actions and develop an awareness of how such actions might impact on other individuals, as well as themselves. Pupils are regularly reminded of the school's ethos, rules and values and take ownership of this throughout their time at AFJS.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across the school. These include, but are not limited to:

- House captains
- House ambassadors
- Community ambassadors
- Playground leaders
- Classroom and school wide monitor jobs
- Digital leaders (Computing and technology)

What pupils can do to develop relationships:

- Be open and honest about concerns that they may have both within and outside the school
- Be aware of their role in supporting their peers in and around the school and ensure that everyone feels safe and listened to
- Endeavour to make positive behaviour choices
- Recognise the role of the adults in school in supporting them with their choices
- Be reflective on their choices and the consequences

2.5 Role of parents/carers

The partnership between home and school is a vital tool in supporting children to develop healthy relationships and helping them to develop positive behaviours. Therefore, the role of parents/carers in the relationship and behavior policy is a vital one. This is set out in the Home-School Agreement (Appendix 2). Throughout every year, there are a number of ways in which home-school communication is promoted to ensure that parents/carers have opportunities to share in the successes and celebrations of their child. Equally important is the opportunity to discuss any behaviour choices made which are not deemed in keeping with the school's ethos and values.

Whilst the school is aware that families support their children in a variety of different ways, there is an

expectation that parents support the school in the approach that is set out in this policy (and in the Home-School Agreement) and be consistent when discussing behaviours with their children.

However, school also understands the importance of providing parents and carers with an opportunity to discuss their own concerns, or indeed, their child's concerns that may not have already been shared by the pupil with staff at school. Where communication is required to take place, parents are encouraged to follow the guidance on the School Communication Flowchart (Appendix 3) to contact the appropriate person.

What parents/carers can do to develop relationships:

- Use their child's school planner as an initial form of communication to the teacher to explain any concerns they may have about their child.
- Follow the **School Communication Flowchart** to ensure the relevant member of staff can communicate with the parent/carer as soon as possible.
- Participate in the wider life of the school by attending activities/events where possible
- Discuss the school's key values with their children and share in their importance
- Provide support to the school, where required, when resolving concerns around behaviour and actions of individuals

3. The Behaviour Ladder and its use

In order to share in the school's expectations around positive behaviour and behaviour that is deemed inappropriate, a Behaviour Ladder has been introduced (Appendix 1). Its purpose is to ensure that staff, pupils and the wider community have a common, consistent understanding of actions and consequences and use these to develop effective behaviour strategies within individuals.

The ladder allows an opportunity for pupils to reflect on their behaviour and suggest what their next steps are. It ensures clarity for staff when deciding on the appropriate consequence for misbehaviour. Furthermore, it gives consistency throughout the school as to what colour a pupil should receive and more importantly, how the pupils can make the correct choice to improve their behaviour and get back to green.

When incidents occur, children will be encouraged by staff to seek out the closest available behaviour ladder (in classrooms and on walls around school) and enter into a discussion about why the behaviour might be deemed inappropriate. A yellow or red will then be agreed between staff and pupil, each with varying sanctions attached to them. The key principle when dealing with any incident is to give all the people involved a chance to have their say and become actively involved in the process in order to find the most appropriate resolution.

Where there are concerns that incidents may relate to bullying of any form, staff will follow the guidance set out in the school's Anti-Bullying Policy.

On rare occasions, incidents occur that are deemed to be of such a serious nature that they go beyond those detailed in the behaviour ladder (e.g. severe act of violence causing significant injury or where the safety of others has been compromised). Such instances will be escalated to the school behaviour leads and head teacher to ensure that the appropriate processes are followed. In conjunction with parents/carers of all pupils involved, consequences and preventative measures will be identified and implemented.

In instances where there has been a significant breach of the school rules, the head teacher will assess whether a fixed term exclusion is necessary (please refer to the school's Exclusion Policy). In order to support maintaining positive relationships with the child's family and for the successful reintegration of any individual who is excluded, the headteacher will ensure that every opportunity is taken to discuss concerns with families and provide opportunity for such families to seek further advice.

4. Adapting Practice and Targeted support

The school recognises that individual pupils will require varying degrees of support in developing their understanding of effective behaviour strategies and the key values in any one person. A combination of any number of factors (such as a special educational need, early trauma or home circumstances) may determine a child's capacity to comprehend their actions and the actions of others.

As such, staff take an adaptive approach to supporting individuals, whilst remaining consistent to the key principles outlined in the policy. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

The subsequent sections are examples of the wider provision and targeted support available at Abbots Farm to support pupil's personal development:

4.1 Year group pastoral support

Year group teaching assistants provide support and guidance to children who are experiencing difficulties in learning due to social, emotional needs as well as other pastoral concerns. Through 1 to 1 or group sessions, children learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them. The content of these sessions is shared with the class teacher who can also provide additional support within the classroom should it be required.

4.3 Personalised/Pastoral Support Plans

A Pastoral Support Plan (PSP) is designed to help a child to improve their social, emotional and behavioural skills. School and family will work together to identify precise and specific targets for the child to work towards. A PSP may be necessary if a child's behaviour at school means that they are struggling to succeed as learners, have been excluded or are "at risk" of exclusion.

The aim of a PSP is to promote the child's social inclusion and help reduce the possibility of the child's exclusion. The PSP aims to involve the child in the challenge of improving their behaviour and social skills so that they can thrive at Abbots Farm.

A PSP will set out specific and realistic targets and detail how they will be measured. The PSP will need to identify the input and support from the school and parents that the child will need to help them reach their targets. The PSP will also detail both the recognition and rewards that the child will receive if they demonstrate efforts to meet the targets as well as the consequences that will result if the child does not demonstrate sufficient efforts to meet the targets.

4.4 Early Help Support

When families are experiencing difficulties, it may be appropriate to open an Early Help (previously CAF) after an assessment has been completed.

An Early Help Assessment is a way of gathering information about children with their family and using it to help decide what type of support is needed to help. People from different organisations will talk to one another, share information with parental consent and work together with families to help to support children.

Once an Early Help is open, regular Family Support Meetings are held to review agreed actions and plan the next steps. Parents and children contribute to the action plan. The lead professional will be point of

contact for the family and monitor the action plan. This might be the person who wrote the plan, or another professional at the meeting. Mrs Webb and Miss Tate are qualified to act as Lead Professionals for families at AFJS.

When it is not felt that additional agencies are required, an assessment may not be necessary. Families and school can complete a Pre-Early Help Action Plan. This plan, which identifies action for school and families, aims to provide support as soon as a problem emerges and will be reviewed after an agreed period of time.

4.5 Physical Intervention and the Use of reasonable Force

On rare occasions, there may be times where pupils' actions compromise the safety of themselves/others. In these instances, school staff will seek to de-escalate the situation through discussing the actions with the child. If, after initial discussion, staff assess that the child's actions are still unsafe and that the pupil is not following instructions, they will use their professional judgement and training to decide whether appropriate physical intervention is necessary to ensure the safety of all pupils and staff.

To fulfill our duty of care to prevent harm, Restrictive Physical Intervention will only ever happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The school's approach to the use of reasonable force is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time.' Any action will always be carried out with the child's safety and dignity in mind.

If reasonable force has been applied to ensure a pupil's safety, the incident will be logged by the member of staff and reviewed by the headteacher and behaviour lead. Parents will be informed and provided with information about the incident.

For reference, this policy should be read in conjunction with the following documents:

- *Child protection and Behaviour Policy*
- *Staff Code of Conduct*
- *Anti-Bullying policy*
- *Inclusion Policy*
- *Exclusion Policy*
- *Force and Restraint Policy*

Policy created: September 2019

Agreed by governors: 16th September 2019

Policy reviewed: October 2021

Date of next review: September 2022

Appendix 1 – Behaviour Ladder

Abbots Farm Junior School Behaviour Ladder

<p><u>We ‘stay green’ when we follow our school rules:</u></p> <p>We are Kind We are Respectful We always Try Our Best</p>	
<p><u>What does ‘staying green’ look like?</u></p> <ul style="list-style-type: none">• Listening respectfully• Sharing ideas respectfully• Helping to make your classroom a calm, purposeful working environment• Speaking calmly and kindly to others• Keeping our hands and feet to ourselves• Respecting other people’s property• Helping others to learn• Following instructions• Getting on with your work to the best of your ability• Asking for help when you are stuck	
Not displaying the ‘staying green’ behaviours	Verbal reminders and support from a member of staff.
Continuing the above after a reminder Or: <ul style="list-style-type: none">• Inappropriate language used without meaning to upset or offend	<u>Yellow - noted on weekly class form</u> Support from a member of staff to get back on track e.g. discussion, reminders, extra support, moving seat, a short break
Continuing any of the above Or: <ul style="list-style-type: none">• Deliberate physical contact with another pupil• Unkind name calling	<u>Double Yellow noted on weekly class form and on CPOMS (Phone call home by class teacher)</u> You will miss 10mins of either the next break time <u>or</u> lunch time. Support from a member of staff to get back on track e.g. discussion, reminders, extra support, moving seat, a short break The incident will be discussed with your parents.
Continuing any of the above Or: <ul style="list-style-type: none">• Threatening/aggressive behaviour towards another pupil or member of staff.• Deliberate physical contact with intent to hurt or upset someone• Use of inappropriate language (e.g. swearing, racial or homophobic language)	<u>Red noted on weekly class form and on CPOMS (Phone call home by class teacher)</u> You will be supported in taking time out, which may mean leaving the playground or the classroom. The incident will be discussed with your parents. You will spend the next break and lunch reflecting on your actions.



Abbots Farm Junior School



Home School Agreement

Home School Agreement

Vision Statement

We aim to motivate children to have a thirst for learning through providing a wide variety of planned and spontaneous experiences, which promote **AMBITION** and help children gain a **HEALTHY** perspective of themselves and others. By understanding what our children already know, we provide for the needs of each individual and, through high-quality teaching, enable them to achieve their goals. We aim to develop **REFLECTIVE, RESILIENT** young people who know how to persevere when faced with difficulties and accept making mistakes as part of their learning journey. By providing an effective partnership with parents and the community, we strive to ensure our children develop respect for themselves, their families and others and approach learning as a tool for life.

Learners for Life, Farmers Forever

We all agree to live by our school values
Resilient, Ambitious, Reflective and Healthy Body and Mind

School

The Learning Environment

Our school will:

- Provide your child with a high standard of education, implemented by rigorous national guidelines, within an ambitious, balanced curriculum.
- Ensure that our learning environment is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the scaffolding needed to enable your child to achieve their full potential.
- Care for your child's safety and well-being.

A Healthy, Happy Community

Our school will:

- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
 - Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.
 - Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
 - Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
-

Parents/Carers

The Learning Environment

As a Parent/Carer I will:

- Make sure my child arrives at school on time prepared to start their lessons in order to help them gain the most from their education.
- Ensure my child wears named school uniform and that their PE kit is in school on the correct days.
- Support the school with my child's academic development by making sure that homework tasks are completed and returned on time and ensuring I listen to my child read regularly.
- Do my very best to provide a safe, secure and happy environment at home for my child.

A Healthy, Happy Community

As a Parent/Carer I will:

- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly.
- Support the school by encouraging my child to develop a positive attitude towards our diverse community.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Support and work with you to ensure that the behaviour management policies of the school are maintained, particularly with my child.
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with you as it is much healthier to work out solutions and move on.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Treat school staff with respect
- Use social media responsibly (i.e. I will not share school information or concerns online with others or share photos including other children from school)

Pupils

The Learning Environment

As a Pupil I will:

- Be responsible for my school and home work.
- Ask for help if I need it and try my best in all that I do.
- Ensure I take home my planner and any letters.

A Healthy, Happy Community

As a Pupil I will:

- Respect other children's culture, race, feelings, beliefs and values.
- Accept responsibility for the things that I do.
- Behave in a safe way.
- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Tell a member of staff if I am worried or unhappy.
- Keep to the School Rules





School Communication Flowchart

As a school, we value the communication that we have with our parents and the support that it provides in developing our pupils. The flowchart below has been designed to support effective communication between school and our families. It is a tiered approach which aims to support both parents and staff and allow the opportunity to resolve issues efficiently and effectively. We endeavour to deal with any queries or concerns as quickly and effectively as possible. However, there are occasions where staff roles determine that immediate correspondence is not possible, but please be reassured that they will get back to you within a realistic timeframe.

Tier 1		
Tier 1 should always be used as the first point of contact between families and school. The table below clarifies whether the communication requires the attention of your child's class teacher or if the school office is the more appropriate.		
Tier 1	Class Teacher	Office Staff
	<p>The following queries are to be raised with your child's class teacher in the first instance.</p> <ul style="list-style-type: none"> School events information (please check online calendar first) Home learning queries Behaviour issues/concerns Learning concerns Home/pastoral/friendship concerns <p>Reply slips, letters and payments should be delivered via your child, who will need to place them in the register box, which is then delivered to the office.</p>	<p>The following queries can be dealt with directly through the office (either by email, phone or in person).</p> <ul style="list-style-type: none"> Last-minute school events information/ changes to usual school day (please check online calendar first) Reporting an absence Requesting a leave of absence Club issues e.g. spaces at a club or cancellation Kidzone enquiries Payment queries Medication/injuries Appointments

Teachers are available most days after school and appointments can be made by contacting the school office (by email, phone or in person) or by writing a note in your child's planner.

If a matter is urgent, please contact the office and they will get a message to the teacher at the earliest possible convenience.

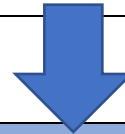
We appreciate that these lists are not exhaustive. If you are unsure of who to contact to help deal with your issue/ concern, please contact the school office in the first instance; they will take some details from you and arrange for the most suitable person to get back to you.

When contacting the office, our communication form will be used to gather enough information to enable them to contact the relevant person and an appropriate timescale for response. This form will be filled in by the parent in person or by the office staff on behalf of the parent if the enquiry is made over the phone.

Tier 2

If further support is required, the following SLT members are available to support in their specific areas as detailed below. Either a teacher, a parent or a combination of the two can request a conversation/meeting with the SLT member most closely related to the nature of the concern. Again, these requests can be made through the school office or via the teacher with whom the original concern was raised.

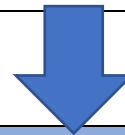
	Mrs Seneschall - Jones (Assistant Headteacher)	Mr Robinson (Assistant Headteacher)	Mrs Watson - Tate (SENCO)
Tier 2	Escalated teaching and learning concerns Initial complaints re. teaching and learning	Escalated behaviour concerns Initial complaints re. behaviour	Escalated SEN concerns Initial complaints re. SEN concerns/practice



Tier 3

Having followed this flowchart through Tier 1 and Tier 2, if a matter needs further attention, it can be brought to the Headteacher. Again this can be organised through the office or in collaboration with the member of SLT currently dealing with the query.

	Mrs Webb (Headteacher)
Tier 3	<p>In addition to concerns escalated through Tier 1 and 2, the following queries can be raised directly with the headteacher.</p> <ul style="list-style-type: none">• Issues which relate to Safeguarding concerns (or another Designated Safeguarding Lead in his absence)• Requests for school appeals or reference requests can be made directly to the headteacher via the office. <p>NB. Anything that would normally be raised with Mrs Webb can be raised with Mr Robinson in her absence.</p>



Tier 4

Whilst we would hope that we are able to resolve any matters through the escalation of Tiers 1 to 3, if the unfortunate situation arises where you are still not satisfied that your concerns have been successfully resolved, our Chair of Governors, Mrs Lorna Smith, is available to offer further support.

	Mrs L. Smith (Chair of Governors)
Tier 4	To contact Mrs L. Smith directly, you need to access the appropriate form which is attached to our school's complaint policy. This is available to download from our school website. Alternatively, a printed copy can be obtained from the school office.

