

# Rushwick C of E Primary School

## *Ask, Seek, Knock*

*Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.*

# Behaviour and Relationships Policy

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Last reviewed on: September 2023

Next review due by: September 2025

## **Rushwick C of E Primary School**

### **Vision**

#### **'Ask, Seek, Knock'**

*Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7 Verse 7.*

### **Rushwick CE Primary School**

#### **Our Christian Vision and theological understanding**

Inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is open for all to flourish. We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick School family and the wider world.

Our vision and values are rooted in scripture, particularly Jesus' teaching on Kingdom principles in the Sermon on the Mount. This is a practical lesson on how to live our lives, rooted in Christian Values. At Rushwick, working with and for others, we endeavor for all our community to know how much they are valued by one another and God.

Jesus teaches us to ask, seek and knock and in response, God will open our hearts and minds to receive, to find and the door will be opened to a world of opportunities.

### **Our School Values**

<b>Respect</b>	We treat all others with respect. Being respectful is reflected in the courtesy with which we speak, act and treat one another. Acting respectfully gives people the dignity they deserve. Respect is behaving in a way which makes life more peaceful and orderly for everyone.
<b>Kindness</b>	We look for ways to help each other, kindness is showing you care about everyone, knowing that everything is part of God's creation. Kindness is being concerned about the welfare of others. Kindness is showing love to someone who is sad or needs your help.
<b>Trust</b>	We tell the truth and can be trusted. Trust is having faith, hope and a positive outlook. It is relying on and believing in someone or something. It is having confidence that the right thing will come about, without trying to control it or make it happen. We know we are never alone, and that God is always with us.
<b>Compassion</b>	We understand and care for someone who is in trouble or has made a mistake. It is being kind and forgiving even when others may not be sorry for what they have done. It is caring deeply and wanting to help. It is being considerate and having regard for other people and their feelings. It is also important to show compassion to others and yourself. Compassion is one of the most meaningful ways to show love; it is the outworking of genuine love.
<b>Gratitude</b>	We are thankful for all we are given and all of God's creation. Gratitude is to be thankful for what you have. It is an attitude of gratitude for learning, loving and being. It is also being thankful for the little things which happen around you and within you every day. It is an openness and willingness to receive each of God's bounties. To be grateful is to have a sense of wonder about the beauty of this world and to welcome all of life as a gift. Gratitude is a path to contentment.
<b>Courage</b>	We understand that showing courage is doing what needs to be done even when it is really hard and scary. Courage is personal bravery in the face of fear. Courage is going ahead even when you feel like giving up or quitting. Courage is needed in trying new things, in facing the truth and in picking yourself up after a mistake ready to try again. It comes from knowing deep down what is right for you and believing in yourself to do it. Courage can come from prayer and the trust that God will help.

# Rushwick CE Primary School

## Behaviour Policy

### Principles

This policy is based on the following principles:

- Good behaviour is expected at all times in order that the children can thrive in a secure and happy environment, in line with our Christian ethos.
- Care and kindness for self, others and the environment are of prime importance
- Every individual has equal rights and the behaviour of any one person should not be allowed to adversely affect the rights and well-being of another. These are exemplified through our school vision and values.
- Rushwick is a THRIVE School. Our priority is to meet the underlying, unmet need rather than focus on the behaviour. As a Thrive school we do not rely on the use of sanctions or the need to raise our voice to modify a child's behaviour. We use the Vital Relational Functions (VRFs) and the stance of PACE (playful, accepting, curious, empathic) to meet these needs and develop positive relationships with children. The relational approach, alongside the understanding of behaviours facilitated by Thrive-Online, supports us to identify and meet the underlying needs communicated by behaviour and to therefore address behaviour in a sensitive and meaningful way. When we accept the child and validate their feelings it is not the same as accepting the behaviour. As a school staff we communicate that while we do not accept the behaviours, we do accept the validity of the feelings that the child is communicating through the behaviours.

### Aims of this policy is to

- Ensure there are mutually respectful, positive relationships – amongst adults and children – in which issues are discussed openly and the feelings and opinions of everyone within the school community are listened to.
- Promote an environment where everyone feels happy, safe and secure.
- Help us maintain a consistent approach which supports the vision, aims and values of the school.
- Create a positive and effective atmosphere which supports teaching and learning.
- Ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour and that relationships are at the heart of everything we do.

This will be achieved by:

- A whole school approach, with all staff being responsible for the behaviour and relationships of all children
- An expectation that all staff and visitors to the school act as role models
- Fostering in pupils a positive self-image, self-discipline and empathy for others
- Ensuring that expectations are easily remembered, understood and consistently observed
- Encouraging children to understand that they have choices which lead to consequences
- Applying this policy in a consistent way.
- Helping parents to understand our commitment to behaviour and relationships
- Show care compassion and empathy for all pupils in order for them to reach their full potential
- It is our role to protect, nurture and support pupils to make appropriate choices

### Routines

It is important that routines are clearly established within the school as a whole and within individual classrooms.

A visual timetable for the class is on display in each classroom for the benefit of all.

At the beginning of each school year, classroom routines and expectations are established with the children and teachers must be consistent in their application.

### Rushwick Golden Rules

Rules are established as an agreed way of behaving in order that everyone can be safe, happy and enabled to learn and develop to the best of their ability. These are revisited each year.

The “Golden Rules” of Rushwick School, have been agreed by children and staff, represent our values.

- Be gentle

- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people
- Being safe

These rules are all-encompassing and may need defining in terms of the actual behaviour required for individual children and/or classes.






These rules, phrased in simple, positive language, are displayed clearly in each classroom and in the school hall.

### **Positive Reinforcement and Rewards**

All staff should take every opportunity to reinforce good behaviour. Celebrating individual successes are an important element of school life and helps create an atmosphere where confidence grows and school values are promoted. School Values are used as a basis for school assemblies to promote good behaviours. Rewards are used at Rushwick as a reinforcement of positive behaviour.

Pupils can achieve the following rewards:

1. Verbal praise- an emphasis on positive language in the classroom
2. Class Dojo points for pupils are awarded for demonstrating the school values, trying hard, good work as well as achievement and effort. All the children will be able to collect the points. Pupils with the most points are rewarded at the end of each week during celebration assembly. This is shared with parents in the school newsletter every 3 weeks.
3. Pupils will have the opportunity to collect badges for the number of dojo's they collect.

Number of points	Colour of badge
50	
100	
200	
350	
500	

4. House Point System-develops a sense of communal achievement. Every child in school belongs to one of our four 'Houses'. Class Dojo points are totalled each half term and added to the House points display in the hall. At the end of each half term, the house with the most points will win a house cup.
5. Sending child with work to Head of School for acknowledgement. The Head of school will award class dojos that can be added on the system.
6. Excellent work will be celebrated on a Friday in assembly.
7. Parents will be alerted to positive dojos on the system.
8. End of half term reward- If the class collectively acheive 500 Class Dojo points in a half term they will receive a reward that is decided with the class e.g. a games afternoon, class film, board games afternoon, non uniform day for the recognition of effort and acheivement.

## **Dealing with Distressed and Unacceptable Behaviour:**

All behaviour is a way of communication therefore school staff will always be looking to identify why a child may be behaving in a certain way. Partnerships with parent/carers are paramount when dealing with behaviour issues. Staff will use cognitive and relational strategies to help a child develop an understanding of the needs behind the behaviour. As a Thrive school we do not have to rely on the use of sanctions to modify a child's behaviour and instead we create opportunities to help the child learn and process what is happening for them. It is a way to support the child and help them to develop a healthier and socially acceptable way to behave. We do need to adopt the stance of being tough on behaviour yet gentle with the child remembering that in order to learn new ways to behave children need lots of practice and repetition.

However, at times when it is necessary to use sanctions the following ones will be used consistently across the school.

### **Sanctions**

Adults would follow the same steps when a child exhibits off task behaviours:

#### **Level 1** - Reminder (Off task behaviour)

- Distracting
- Calling out
- Not trying hard
- Unkind words
- Running in school
- Not following instructions first time
- Talking in assembly

(reminder of the expectations)

#### **Level 2** – Continuation of level 1 – second reminder

**Level 3** – Continuation of level 2- Move away from where they are sitting in class and missing 5 mins of playtime (these will be logged)

#### **Level 4** – Move to another class for the with work for the remainder of the lesson:

- Reception to Year 1
- Year 1 to Reception
- Year 2 to Year 4
- Year 3 to Year 5
- Year 4 to Year 6
- Year 5 to Year 2
- Year 6 to Year 3

#### **Level 5-**

For serious breaches in behaviour, or if poor behaviour persists children will have to work with the Head of School. During this time, children will be asked to reflect on their poor behaviour choice, the consequences of their actions and what the school can do to help them make the right choice. At Level 5 a behaviour form will be completed. If there are recurring Level 5 incidents further sanction such as not taking part in a school trip, playing for a sporting team or missing part of the end of term treat may be imposed at this point. Parents will be informed.

Sanctions incurred at level 5 will be for behaviours such as:

- Physical violence (Pushing, hitting and kicking)
- Defiance
- Swearing
- Racist comments
- Fighting
- Persistent poor behaviour

As a school, we believe that children should have a fresh start following any consequence and be given the chance to turn things around. Minor incidents are not discussed with parents unless there is a reason to do so. All serious issues will be discussed with parents and, if appropriate, a meeting arranged.

**If the pattern of misbehaviour escalates further or it is felt that the child is displaying unacceptable persistent or extreme behaviour:**

- A meeting with parents/carers will be arranged with the Head of School, class teacher and pastoral team. An action plan will be agreed for modifying behaviour. This may include: working with an educational psychologist; a Pastoral Support Plan, a referral to Perryfields Outreach team for support, speaking to the school nurse, support for parents if behaviour is a concern at home also. An individual behaviour plan will be devised for the child.
- Some pupils may have individualised plans where the school strategies are not appropriate.

**Fixed Term and Permanent Exclusions:**

- Only the Head of school has the power to exclude a child from school.
- The Head of School may exclude a child for one or more fixed periods, up to 45 days in any one school year. A fixed period exclusion means that your child will not be allowed to go to school for lunchtime periods or a number of school days.
- You will receive a telephone call followed by a letter telling you about the exclusion. The letter will tell you when your child can go back to school. The return to school will normally be preceded by a meeting with the Head of School, but the return should not be delayed if this is not possible
- The Head of School may also exclude a pupil permanently. It is possible for the Head of School to convert a fixed- term exclusion to a permanent exclusion if necessary, if the circumstances warrant this.

A decision to exclude a child permanently should only be taken

- In response to a serious breach or persistent breaches of the Behaviour Policy; and
- Where allowing the child to remain in the school would seriously harm the education or welfare of the pupil or others in the school.
- If the Head of School excludes a child she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- The Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- While your child is excluded, he/she may not go to school or into the school grounds. Schools and school grounds are private places. Anyone entering without authority, which might include excluded pupils, is trespassing and will be asked to leave. The school will set work but it is up to you to make sure it is collected and returned, when completed, for marking.
- You are responsible for your child while he/she is excluded. An exclusion takes effect as soon as the school has made the decision to exclude.
- Further information and guidance, including the right to appeal an exclusion, can found in the DoWMAT Exclusion Policy on the website.

**Safeguarding**

- The school recognises that changes in behaviour may be an indicator that a pupil needs 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 child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- The school has a zero-tolerance approach to sexual harassment and sexual violence and all reports of such will be met with a suitable response.
- Please refer to our child protection and safeguarding policy for more information

**Recognising the impact of SEND on behaviour**

- We recognise the impact of identified and unidentified SEND on challenging behaviour and will seek advice whether necessary from the SENDCo and other agencies
- Appropriate adjustments to teaching and the environment will be made as preventative measures where behaviours shows signs of concern
- Adjustments will be made to sanctions where these may be impacted by a pupil's SEND needs
- In the case of serious concerns with the behaviour of a child with an EHCP the school will cooperate with the local authority and other bodies. An emergency review of an EHCP may be requested if needed

At Rushwick we understand our legal responsibilities in considering the impact of SEND when making decisions about enforcing policy dealing with behaviour. We will always ensure that:

- The school takes reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Ensure we use our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

## **Monitoring**

Data on the following circumstances will be collected to monitor behaviour:

- All levels of behaviour are recorded by class teachers.
- Level 4 behaviour sanctions to be shared with Head of School
- Level 5 behaviour is recorded in a behaviour log
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

This data will be reported to the Local Academy Board and be used to inform future policy review

## **Recording Incident of Unacceptable Behaviour**

Pink forms are completed by teachers for incidents relating to Child on Child abuse (including Sexual harassment or sexual violence), bullying (including bullying, including cyber bullying, physical or verbal), and discriminatory and prejudiced behaviour (including: Racist, sexist, disability and homophobic/biphobia/transphobic bullying). Further details on bullying can be found in the school bullying policy.

The Head of School keeps a record of any pupil who is internally, fixed term or permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

## **Expectations of Behaviour**

**The following expectations were devised with the School Council:**

What does good behaviour and good choices at Rushwick School look like:

- Being polite, to each other and to adults (i.e. we don't call anyone names they don't like; we don't use offensive language; we hold doors open and let others pass first; we don't interrupt unless it is an emergency; we say please and thank you etc)
- Walking inside school.
- Being quiet or calm at agreed times – i.e. going in and out and during assembly; at the end of playtimes; when a teacher has stated that it must be so – e.g. at certain times when working.
- Show respect and do what is being asked of them - our rules and expectations are fair and well-considered, so it is reasonable to expect them to be observed. School staff will always explain their reasons behind expectations when asking someone to do something.
- Keep noise to a minimum during lunchtimes in the school hall
- Being considerate of other people – i.e. moving quietly and calmly around school ; showing that we care about others e.g. by sharing, offering help, being friendly; allowing everyone in the group the chance to speak, work, and be listened to.
- Being tidy – we respect our environment, both physical and natural. We put rubbish in bins, chairs under tables, coats and bags on pegs and equipment back in its place when it is finished with.
- Kind hands, kind feet and kind words – not playing fighting games, not saying unkind things or making fun of people, saying things repeatedly which may upset others.
- Using the laptops and iPads in school as directed to, following e-safety rules and reporting to adults anything you are not sure about.
- **AND FINALLY, ALWAYS FOLLOWING OUR GOLDEN RULES**
  - Be gentle
  - Be kind and helpful
  - Be honest
  - Work hard
  - Look after property

- Listen to people
- Being safe

### **The role of the Headteacher**

- It is the responsibility of the Headteacher to implement the school 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 Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff through:
  - Implementing the policy,
  - Setting the standards of behaviour and relationships,
  - Supporting staff in the implementation of the policy.

Date of Policy: September 2023

Review date: September 2025