



Everyone can shine

**Behaviour and Strengthening
Relationships Policy**

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1. Aims and expectations

At Shelf Junior and Infant School, we want to foster a positive learning environment and teach the children how to develop and strengthen positive relationships. We want to help the children build resilience and provide the children with strategies to help them deal with problems independently.

We believe that it is important for children to participate in healthy debates, understand that we can have differing opinions and provide children with the opportunities to share their opinions in a safe and controlled environment.

We want to use our behavior and relationships policy to help develop our school's social capital. Our policy is a way of working that is both firm and fair. It is firm - with clear boundaries and high standards of behavior and fair- in terms of supporting and nurturing children and adults alike. If we are to live together in a learning community, our behaviours and relationships must reflect a deep knowledge and understanding of what it takes to be in cooperative relationships and to work within boundaries that provide safety for all.

2. Restorative Practice

Restorative practice is at the heart of our behaviour policy. Restorative practice is part of our school ethos: the culture of our school. Restorative practice is a continuum; not just for when things go wrong but to help prevent problems in the first place. Instead of being a retributive approach, restorative practice is about repairing harm. We need to ask ourselves:

- What happened?
- Who has been affected?
- How can we repair the harm?

Restorative practice teaches the children to take responsibility for their behaviour, learn from the incident, and take action to repair the harm done.

3. Positive Behaviour Strategies

In school we use a range of behaviour strategies to help build positive relationships and a happy learning environment.

Positive language

We would like the children of Shelf J and I school to speak to each other positively and respectfully. Therefore, it is important that the adults that work with the children, model this language and way of speaking.

When an adult catches a child being positive, they should tell the child this using positive language e.g. "Wonderful walking".

If an adult notices that a child is not demonstrating the high expectations of behaviour, it is important that this be acted on. This also will be done in a positive manner. For example, we would not say "Stop running!". Instead we would re direct this into a positive statement e.g. "Remember X, at Shelf, we walk down the corridors sensibly."

It is important to remember that not all children are able to speak about how they are feeling. When this happens, we must talk to children in a kind, nurturing way, using positive statements to help the child articulate how they are feeling and show that we understand they are not OK and that it is OK to feel like this.

Example statements for this could be:

"It's OK to feel this way. Let's talk more about it and put a plan together."

"I'm sorry you're upset. When you are ready, let me know and I will help you."

"I'm not going to say I know how you feel. I will say that you are allowed to feel how you feel, and I am here if you want to talk about it".

Our work on 'Zones of Regulation' helps to equip the children with the knowledge and vocabulary they need in order to be able to articulate their feelings effectively.

House points

When children are displaying positive behaviours, house points are rewarded. Each child in school is assigned to their house: rubies, diamonds, emeralds or sapphires. Housepoints could be given to children for a multitude of reasons. They could be showing one of our school values:

- Success
- Happiness
- Independence
- Nurture
- Equality

Or demonstrating our school rules:

- Ready
- Respect
- Safe

House points are given using 'Class Dojo'. Class Dojo is an electronic system, where the children are able to visually see their point awarded and also to understand what they have been awarded their house point for.

Parents/ Carers are also invited to engage with Class Dojo. When parents log on they will be able to see how many house points their child has received, and a way of seeing our school values in action.

Children are rewarded for the accumulation of house points:

- 50 House points = Lunch token (The child and a friend can choose to go on first sitting)
- 100 House points = Bronze award

- 250 House points = Silver award
- 500 House points = Gold award

Celebration Assembly

Each week, school holds a celebration assembly. Each class teacher nominates a child to be the 'Star of the Week'. Parents/ Carers are invited to the assembly to see their child be presented with the award.

Children who are consistently showing our school rules and values, setting a good example for the other children in school, are also nominated for 'Hot Chocolate Friday'. These children are invited to join members of SLT for a hot chocolate as a reward for their efforts in school.

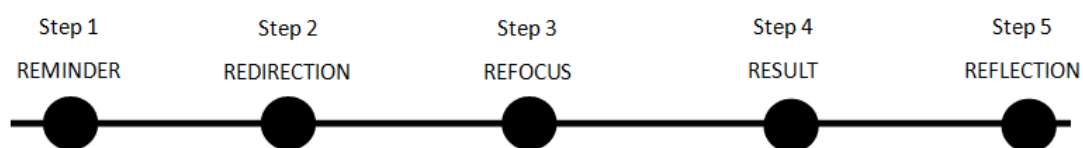
On other occasions where children are seen showing our school rules and values then a 'You Shine' note may be sent home so that both children and parents can see that the child's hard work and commitment to the rules and values is recognised.

4. '5 Rs'

If children are not demonstrating the high expectations of behaviour, it is the class teacher's responsibility to deal with these behaviours. Teachers will be supported by the SLT in doing this when appropriate.

Consequences to negative behaviours must be fair, proportionate to the behaviour that has taken place, kind, as well as taking in any specific needs of the child.

Our consequence steps follow 5Rs:



Step 1 – Reminder

Verbal – A reminder to the child of the behaviour that is expected of them. This might be done at the time or as a restorative conversation away from the class.

Non-verbal -Make sure that the child has seen this and that it has an impact on their actions.

Step 2 – Redirection

This is to be an affective statement that will explain to the child what is incorrect about the behaviour they are demonstrating and will then re direct the child to what is expected from them. For example:

“I am feeling (state the feeling) because (name the behaviour) and what I would like to see happen is (state the action). “

Step 3 – Refocus

This is a script that will explain to the child the behaviour they are showing and the school rules that are being broken. It must also include an example of positive behaviours that have been seen previously from the child. For example:

“ I noticed you are.....”

“It was the rule about..... that you broke”

“You’ve chosen to.....”

“Do you remember last week when you did.... That is who I need to see today. Thank you for listening.”

Step 4 – Result

If a child gets to this stage on the steps, a consequence is needed. Adults will give a consequence that is proportionate and relevant to the child, that is also understanding of any SEN needs as well. This consequence needs to be visible so that those who may have been harmed know that the behaviour has been dealt with.

Step 5 – Reflection

If poor behaviour continues, then the child may need time out of class for reflection of their behaviour.

Reflection can be offered by: Oasis, SLT, Headteacher, Office.

Reflection needs to be a self-regulating space and a chance for the child to talk, be supported and reset.

Reflection is to be used for severe behaviour incidents, children in crisis or repetitive incidents of poor behaviour.

At this point, this needs to be recorded on to CPOMS. Before sending a child to reflection, a telephone conversation must be had with the recipient of the child regarding the context of the incident and any consequences that have been put in place. The class teacher will make parents aware at this stage.

5. Non negotiable behaviours

Some behaviours are unacceptable at Shelf School and will be treated as such.

- Swearing
- Backchat to an adult
- Striking
- Homophobic or Racial name calling
- Refusal to comply

Should these behaviours occur, then the child will be sent to speak with a member of SLT/HT and a letter re their unacceptable behavior will be sent home. After 3 letters their parents will be called into school and an internal exclusion will be considered.

6. What happens when relationships break down?

The behaviour policy, PSHE lessons, Oasis and Philosophy for Children assemblies that we have in school are to equip children with the skills for managing their own emotions and behaviour whilst also having understanding and empathy for others. We want to teach children to work together, manage conflict and be able to form positive relationships.

Sometimes these relationships can be break down and as a school, we need to be able to support children with dealing with this.

Restorative conferences are a way to help children solve their differences. Conferences give children a chance to meet, and with the support of an adult, discuss the incidents that have taken place and how we can move forward together.

Structured questions will be put to the children to give them the chance to open up and have their opinions heard. Children will be asked:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what has happened?
- What do you think needs to happen next?

In some cases, more formal conferences may need to take place, in which both affected parties and their families / class may need to discuss what has happened and how to repair the harm. These conferences allow all to have an equal right as perpetrator or victim.

7. The Role of SLT

The headteacher, the deputy headteacher and the wider Senior Leadership Team support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher, the deputy headteacher and the wider Senior Leadership Team keep records of all reported serious incidents of misbehavior on CPOMs.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. The Chair of Governors is immediately notified of any fixed-term exclusions which are then reported to the governing body. Permanent exclusions would only take place after the school governors have been notified. A record of all exclusions will be kept.

The headteacher, with the support of the Senior Leadership Team, monitors the

effectiveness of this policy on a regular basis. The Senior Leadership Team also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. More serious incidents, and exclusions will be recorded using CPOMs.

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.

8. The Role of Governors

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. They must ensure that arrangements are made to safeguard and promote the welfare of pupils. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

9. Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The following behaviours may lead to fixed-term exclusion and, in serious cases or repeated cases, permanent exclusion:

- Persistent aggression, fighting or violence
- Persistent racist or homophobic behaviour
- Bullying
- Very serious challenge(s) to authority and disruption to learning
- Persistent verbal abuse to a member of staff
- Malicious physical assault on another pupil
- Physical assault to any member of staff
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability .

The decision to permanently exclude a child from school should only be taken

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

If the headteacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body through the Chair of Governors of any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has an emergency discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

10.The Role of Parents

The school works collaboratively with parents, carers and families so children receive consistent messages about how to behave at home and at school.

We ask parents and carers to support their child's learning, and to co-operate with school. We try to build a supportive dialogue between home and school, and we inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, it is the expectation that parents/carers will support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

11.Review

This policy is reviewed at least every two years.

Last review: September 2025
Next review due: September 2026