

'Be ambitious; be curious; be **you**.'



**St Chad's**  
CE Primary School

ST CHAD'S CE PRIMARY SCHOOL

# Relationships and Behaviour Policy

School expectations and guidance for staff, pupils and  
parents/carers.

<b>Date Ratified:</b>	September 2024
<b>Date Due for Review:</b>	September 2025
<b>Signed Head Teacher:</b>	<i>J. Allen</i>

**Faith, Kindness and Honesty**

## Introduction

This policy sits alongside the ATLP Relationships and Behaviour Policy and is our localised version which details what the policy looks like here at St Chad's, particularly in relation to how we celebrate positive behaviour in relation to our school values.

At St Chad's CE Primary School, we are passionate about providing a safe and inclusive environment for all children. This is underpinned by our school values; we unite in **faith**, embrace **kindness** and uphold **honesty**. Promoting favourable, positive behaviour is the shared responsibility of everyone who is part of our school community. We hold high expectations for behaviour and promote this throughout this policy. We believe that by implementing the restorative approach framework, we can enable children to build stronger relationships and strategies to deal with their behaviour in the future, thus preparing them for life beyond St Chad's. We aim to help children to become empathetic, considerate and respectful of others, developing skills to problem solve and repair relationships independently.

To help promote high expectations of behaviour within school, we also have our 'Behaviour Expectations' document which can be accessed via the link below:

<https://st-chads-lichfield.staffs.sch.uk/files/2024/09/Behaviour-Expectations-Document-24-25.pdf>

## Our Behaviourial Approach

Wherever possible, we strive to focus on communicating the favourable behaviours which we would like to see rather than communicating the unfavourable behaviours which we do not want to see so that children are hearing more 'positive' than 'negative' language. We are aware that some children may struggle to be praised directly and can sometimes find this overwhelming; therefore, staff will also ensure that children can 'over-hear' positive praise about their behaviours and actions.

## Favourable Behaviour Examples

### The School Environment

Taking care of classrooms and the wider school, by treating learning environments with respect, helping to keep school tidy and taking care of resources.

### Kindness

Showing kindness, respect and consideration to everyone at all times.

### Moving Around School

Walking calmly and quietly around school.

### Collective Worship

Entering worships/church calmly and quietly, showing respect for those delivering the worship and following instructions carefully.

## **Dinner Hall**

Lining up sensibly; receiving meals politely; following instructions from adults; maintaining table manners and being considerate to others who are eating.

## **Playground**

Respecting all adults on duty in the same way that they would with teaching staff.

## **Team Points**

Teams are allocated on entry into Reception Class. These will be evenly allocated across the four teams, Red – Samuel Johnson, Yellow – Erasmus Darwin, Green – Anna Seward and Blue – David Garrick. Team points are awarded for effort, achievement and positive behaviour, in which our school values are consistently being demonstrated. The approximate amount given varies.

All pupils have an individual 'Team Point Card' from years 1-6 on which they collect their points. These points are collected accumulatively over their whole time here at St Chad's. For every 50 points gained pupils receive a 'Headteachers Award'. For every 200 accumulated pupils receive the following:

- 200 team points = a blue star enamel badge
- 400 = a bronze star enamel badge
- 600 = a silver star enamel badge
- 800 = a gold star enamel badge
- 1000 = a bronze cup enamel badge
- 1200 = a silver cup enamel badge
- 1400 = a gold cup enamel badge
- 1600 = a bronze St Chads' medal
- 1800 = a silver St Chads' medal
- 2000 = a gold St Chads' medal

## **Lunchtime Value Tickets & Value Stickers**

If a child is seen going above and beyond when demonstrating one of our school values of faith, kindness or honesty, they are awarded a values sticker which is equivalent to three team points. At lunchtime, if children are seen to be consistently demonstrating our school values, they can also be awarded a lunchtime ticket. At the end of each half term, two tickets are picked out at random from each year group with the recipients receiving a reward, such as a trip to the local park, etc.

## **Home-time Celebrations**

At the end of the school day, pupils can nominate other children in their class who have been seen demonstrating the school values. If more than one child is nominated, the class will vote for the winner who will be awarded three team points. All nominees will be awarded a values sticker. This is a way of ensuring that we end the day celebrating positive behaviour.

### Headteacher Stickers

These stickers are given to pupils for exceptional effort, work or behaviour. When a pupil has achieved this they are sent with their work or a brief message to the Headteacher.

### Star of the Week Certificates

Each week class teachers nominate at least two pupils from their class to receive an award for achievement related to behaviour or work. Class teachers prepare the certificates and keep a record of those given out. The certificates are awarded in 'Celebration Worship' at the end of the week with a brief explanation from the teacher.

### Value Victories Worship

Each month, a special worship will take place where a few children from each class will be nominated by teachers for displaying our school values; the families of these children will then be invited into school for a special worship where children will receive a 'School Values Superstar' award.

### Other Awards

Other awards achieved in school, such as through sporting competitions, are also celebrated in 'Celebration Worship'. The pupils are also encouraged to share with the school their achievements, certificates and awards gained outside of school. They have opportunities for this during 'Celebration Worship' on Fridays.

Our older pupils (YR5/YR6) also have the opportunity to represent the school as '**Ambassadors**' speaking to visitors and showing them around our school as and when necessary.

In Year Six, pupils also are given a special opportunity to become a '**Head Pupil**'. This is a prestigious award and is voted for by the whole school, both pupils and staff alike. It enables the two pupils to attend meetings and make decisions about certain aspects of school life, as well as represent our school at a variety of events. It is a role that will need the commitment of both pupils to 'serve' the school and its community in many different ways.

Pupils will need to have demonstrated hard work, maturity and exemplary behaviour throughout their school life here at St Chads as well as a willingness to be open, honest, kind and helpful.

## Actions if children are not meeting expectations

We accept the child at all times but not always the behaviour. We seek to support all children by setting clear and consistent boundaries. Boundaries help children to feel safe and secure. They show the child that the adult knows what they are doing and that they can be looked after. These could include expectations around respect for ourselves and others (physically and socially and emotionally) and for our school. Due consideration will be given to the child's age, any special educational needs or disability and any religious requirements to ensure that actions taken and/or consequences are reasonable and proportionate to the circumstances of the incident and child involved.

Children are encouraged to take responsibility for their actions as well as considering the impact of their behaviour on others. Children who do not follow the expectations of favourable behaviour will be spoken with and a consequence given when appropriate.

Consequences should never make a child feel shame. Through accepting the child and dismissing shame, we build secure relationships with the child, and so increase and develop children's ability to stay regulated.

A wide range of consequences are available to staff to support children taking responsibility for their actions, repairing any harm caused or repairing relationships. The consequence of particular incidents will depend on the severity and regularity of the behaviour and will be proportionate in the individual circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement, and may include:

- verbal reprimand;
- restorative conversations
- requiring a written apology;
- confiscation of a child's property;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- school-based task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of school privileges
- internal exclusion;
- removal from a class or groups;
- suspension or permanent exclusion (please see separate ATLP policy)

### **Restorative Conversations**

The aim of restorative conversations is to provide children with the opportunity to reflect on and correct their behaviour and relationships. When an incident of unfavourable behaviour has occurred, our aim is not to establish 'why' in isolation, but to determine what has led to an issue and find a positive resolution.

*Restorative questions may include:*

- **What happened?** Drawing out each person's account of a story. This does not always have the aim of determining a definitive conclusion of what happened but is to ensure that all parties are treated fairly and listened to.
- **What do you think about that?** What each person was thinking and feeling throughout the issue.
- **How do you think this impacts other people?** Encouraging children to empathise and consider the impact of their actions on other people.
- **What do you think needs to happen next?** At this point, the responsible adult will make a decision about consequences. Staff will then support children in identifying ways to repair a damaged relationship.

*Language may include:*

- **Encouraging:** Can you tell me some more about that?
- **Clarification:** Can you help me to understand that?
- **Checking:** Did you say? ... Can I just check this with you?
- **Reflecting:** How did you feel? How do you feel now?
- **Summarising:** So you said several things that made you feel cross...
- **Empathy:** It's understandable that you feel cross/upset/disappointed
- **Affirmation:** I appreciate you telling me... Thank you for apologising... I appreciate that you have reflected and want to change your actions...

### Monitoring of Consequences

Pupils who are receiving a high proportion of consequences will be monitored carefully and will be asked to discuss their behaviour with either the Deputy Headteacher or Headteacher. Leaders may ask class teachers to contact parents/carers about their child's behaviour. In some cases, there may be a requirement for Individual Behaviour Plans to be put in place to enable a change in behaviour for specific pupils.

If Consequences are repeatedly being given, this may result in an ABC chart being kept by the Class Teacher and Teaching Assistant. ABC stands for **A**ntecedent, **B**ehaviour, **C**onsequence and these charts are used to record significant behaviour incidents so that the school can monitor if there are any patterns or particular triggers.

### Risk assessments for pupils displaying challenging behaviour

The school will consider undertaking risk assessments for pupils with challenging behaviour in order to minimise risk, protect pupils and staff and to exercise the school's "Duty of Care".

This will involve completing a risk assessment, a behaviour plan and reactive management plan. The plan will identify the causes of the concern and what can be reasonably required of the pupil. The involvement of parents/carers is essential if a successful outcome is to be achieved. The plan, shared with all staff, will set targets and also explain triggers with ways of dealing with different situations for the specific pupil.

An 'Early Help Meeting' involving parents/carers and support agencies will be initiated by the school if:

**Faith, Kindness and Honesty**

- A pupil has been identified as having specific physical, social or emotional needs that must be met beyond school in order to improve their behaviour.
- A pupil has been identified as being at risk of exclusion.

### **Procedures for dealing with major breaches of discipline**

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct.
- If necessary, a short period of time working with the Headteacher or Deputy Headteacher out of class to allow time to calm down.
- A phone call to parents/carers informing them of the situation.
- A meeting with parents/carers and a warning given about the next stage unless there is an improvement in their child's behaviour.
- If the breach of discipline is severe or recurring, then the Headteacher will consider whether a period of fixed term or permanent exclusion from the school is necessary.