



# CHURCH COWLEY ST. JAMES C of E PRIMARY SCHOOL

Bartholomew Road, Cowley, Oxford, OX4 3QH

Website: [www.churchcowleystjames.org](http://www.churchcowleystjames.org)

Telephone: 01865 778484

E-mail: [office.3210@church-cowley-st-james.oxon.sch.uk](mailto:office.3210@church-cowley-st-james.oxon.sch.uk)

Head Teacher: Steve Dew

## Behaviour & Relationships Policy

Church Cowley St James C of E Primary School adopted the attached policy at the Full Governing Body Meeting of 23<sup>rd</sup> April 2019.

The model Behaviour & Relationships Policy was produced by Church Cowley St James C of E Primary School and was last updated in April 2019. The Governing Body will review this policy every year.

Reviewed: April 2019

Approved: April 2019

Signed: .....  ..... Chair of Governors

Next Review: May 2020



# Behaviour & Relationships Policy

At Church Cowley St James Church of England Primary School, we are committed to providing an inclusive, positive and challenging learning environment for every pupil. We have high expectations for good behaviour and positive relationships, and aim to support all pupils to develop into responsible, independent young adults who contribute positively to their local community and beyond.

Our Behaviour and Relationships Policy is underpinned by the Christian ethos of the school and our school values, to ensure that pupils develop and foster moral courage, compassion, tolerance and respect for each other. This policy is also closely linked to a number of other policies (including the Inclusion Policy, Anti-bullying Policy and Positive Handling Policy) as it is important that the school adopts and maintains a consistent approach at all times by all members of the school community.

## **Aims**

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To work together to create a school community where all feel happy, safe and secure and are treated with fairness and consistency
- To promote self-discipline, independence and motivation
- To establish an ethos where individuals understand that their behaviour is their own responsibility
- To further promote self-esteem through success, positive relationships and an awareness of how our behaviour impacts on ourselves and others
- To establish clear and consistent expectations of behaviour and relationships

## **Organisation**

### ***Curriculum and Teaching***

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are the key to good behaviour and that the provision of a high quality curriculum through interesting, inspiring and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative. This includes arrangement of furniture and suitable access to resources and learning materials. Displays aim to be current, lively and develop self-esteem through demonstrating the value of every individual's contribution.

Promoting successful relationships and making positive choices are woven into the curriculum through the school values. Weekly Personal, Social, Health, Citizenship Education (PSHCE) lessons, as well as circle times and collective worship promote and teach positive strategies in order to develop pupils into independent, successful members of the community.

### ***Classroom Rules and Strategy***

Each class will discuss and draw up classroom rules at the beginning of the school year. They will be reviewed termly with the class and displayed clearly within the classroom. All adults in the classroom should be part of this process and refer to the class rules when interacting with pupils. The rules will be few in number and written in a positive manner (Dos, rather than Don'ts) e.g. *Do walk around the classroom*

All classes will have a whole class reward system in order to work towards a specific goal. Adults and pupils in the classroom will discuss and draw up the system and display it clearly within the classroom. Classes who demonstrate the class rules and school values towards each other have the opportunity to build up the class reward system to move closer to their goal. Examples of reward systems include: Collecting shells in a pot; Marbles in a jar; completion of a display puzzle, etc.

### ***Recognition, Praise and Rewards***

We aim to create an environment where pupils are recognised for their successes and that there is a healthy balance between recognition and consequences, with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances and age appropriateness. The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both learning and behaviour. Recognition, praise and rewards are given on an individual, group and whole class level to promote a sense of both individual and corporate responsibility. Examples of each are given below:

|                    |  |
|--------------------|--|
| <i>Individual:</i> | Targeted, specific praise; Stickers (worn on the child or on a chart); Certificates in class and collective worship; Positive recognition to parents at the end of the day/session or by phonecall |
| <i>Group:</i>      | Specific praise; Certificates/recognition in collective worship; Table points (which later lead to a tangible reward); Headteacher recognition; Special trip or activity for the group             |
| <i>Class:</i>      | Specific praise; Opportunity to join a specific trip or activity; Collective worship recognition; classroom party; film afternoon; picnics   |

### ***Strategies for unacceptable behaviour***

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school values, and to ensure a safe and positive learning environment. The School employs a Team Teach approach to behaviour management.

We operate a hierarchy of interventions and consequences, working from the least to the most intrusive, categorised as low, medium and high level behaviours, in line with Team Teach methodology (See appendix A). The behaviour and consequences are made explicit to the children. A variety of low level intervention strategies are usually used initially to encourage and re-direct pupils to stay on track. If the inappropriate behaviour persists, the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

High level behaviours are immediately reported to Home School Link Workers (HSLWs) or members of the Senior Leadership Team (SLT) using a 'yellow card' system. A log via CPOMs (A secure school's logging software for pastoral and welfare purposes, see [www.cpoms.co.uk](http://www.cpoms.co.uk)) or incident form will be completed by the member of staff sending the 'yellow card' as soon as possible and parents/carers will usually be contacted by the HSLWs or SLT. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be internally excluded from their class for a fixed period of time. This may also lead to a fixed-term exclusion, or on very rare occasions, may take the form of a permanent exclusion (See section below)

Following an incident of unacceptable behaviour, teachers will have a private conversation with the pupil when they are calm, focussing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the pupil taking responsibility for their own actions. Other members of the school community, including the HSLWs and members of the SLT may also be involved in this part of the process. Where applicable, the Assistant Headteacher (Inclusion) will contact and liaise with outside agencies in order to provide external support for the pupil, parents/carers and the school.

#### ***Fixed term and permanent exclusions***

Extreme physical behaviour and aggression or persistent disruptive and challenging behaviour may lead to pupil exclusion. Only the Headteacher (or 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 permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, parents are informed as soon as possible, giving reason for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body and how to do so through the letter of exclusion which will be given to the parents as soon as possible after the decision has been made. The Headteacher or Assistant Headteacher (Inclusion) informs the Local Authority and the governing body about any permanent or fixed-term exclusions. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

#### ***Physical Intervention***

Physical intervention in order to manage challenging and high behaviour at Church Cowley St James is rare. However, if physical intervention is required, outlined steps will be followed:

- Trained adults will physically intervene, following the procedures outlined in the Handling Policy and within the guidelines set by the Team Teach methodology
- Parents will be invited in by a member of the Senior Leadership Team to discuss the incident
- If there is any physical or verbal abuse directed towards the adults, the appropriate Local Authority documentation will be completed
- The School's 'Red numbered and bound book' will be completed. This is stored in a locked cupboard and records kept for 25 years.

### **Staff Responsibilities**

All staff are responsible for modelling good behaviour, positive relationships and dealing with incidents around the school that is fair to all pupils. All staff have a responsibility to complete the appropriate behaviour forms as relevant to their role and to pass these to the Inclusion team for analysis and filing.

The Assistant Headteacher (Inclusion), with support of the Headteacher, are responsible for the overall effective management of behaviour, the monitoring of this policy and guidance, for the consistent application of the procedures, ensuring that staff understand and carry out their responsibilities and for providing appropriate staff training. The Headteacher will also be involved in the management of serious incidents with pupils and parents. The Assistant Headteacher (Inclusion) is responsible for contacting and liaising with outside agencies, where appropriate.

Teachers and support staff are responsible for managing and monitoring of the behaviour of all children in their class and on the playground and for following the agreed procedures in all areas of school and off-site.

Home School Link Workers (HSLWs) are responsible for responding to 'yellow card' incidents in the school grounds, with support from a member/s of the Senior Leadership Team (SLT). HSLWs will collate and analyse incident reporting, with support from the Assistant Headteacher (Inclusion). HSLWs are also involved in supporting and contacting parents where appropriate and directed from the SLT.

### **Pupil Responsibilities**

Pupils are expected to follow the school rules and classroom rules, showing respect, tolerance, moral courage and compassion for the rights and needs of all adults and other pupils in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour and relationships policy.

### **Parents/Carers' Responsibilities**

Parents/carers have a vital role to play in their child's education – supporting their child's learning and cooperating with the school. We are very conscious of the importance of good communication between home and school. The school aims to work collaboratively with parents/carers so that pupils receive consistent messages about how to behave at home and at school. It is important for all adults on the school site, including parents and carers, to model positive behaviour at all times.

We expect parents/carers to read and support the school's vision, ethos and school values. If a member of staff has a concern about a child's welfare or behaviour, parents or carers will be contacted. If the school has had to use consequences as the result of unacceptable behaviour, parents/carers should support the actions of the school. If parents or carers have any concern about the way that their child has been treated, they should initially contact the class teacher.

We expect parents and carers to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical

aggression to staff by parents/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

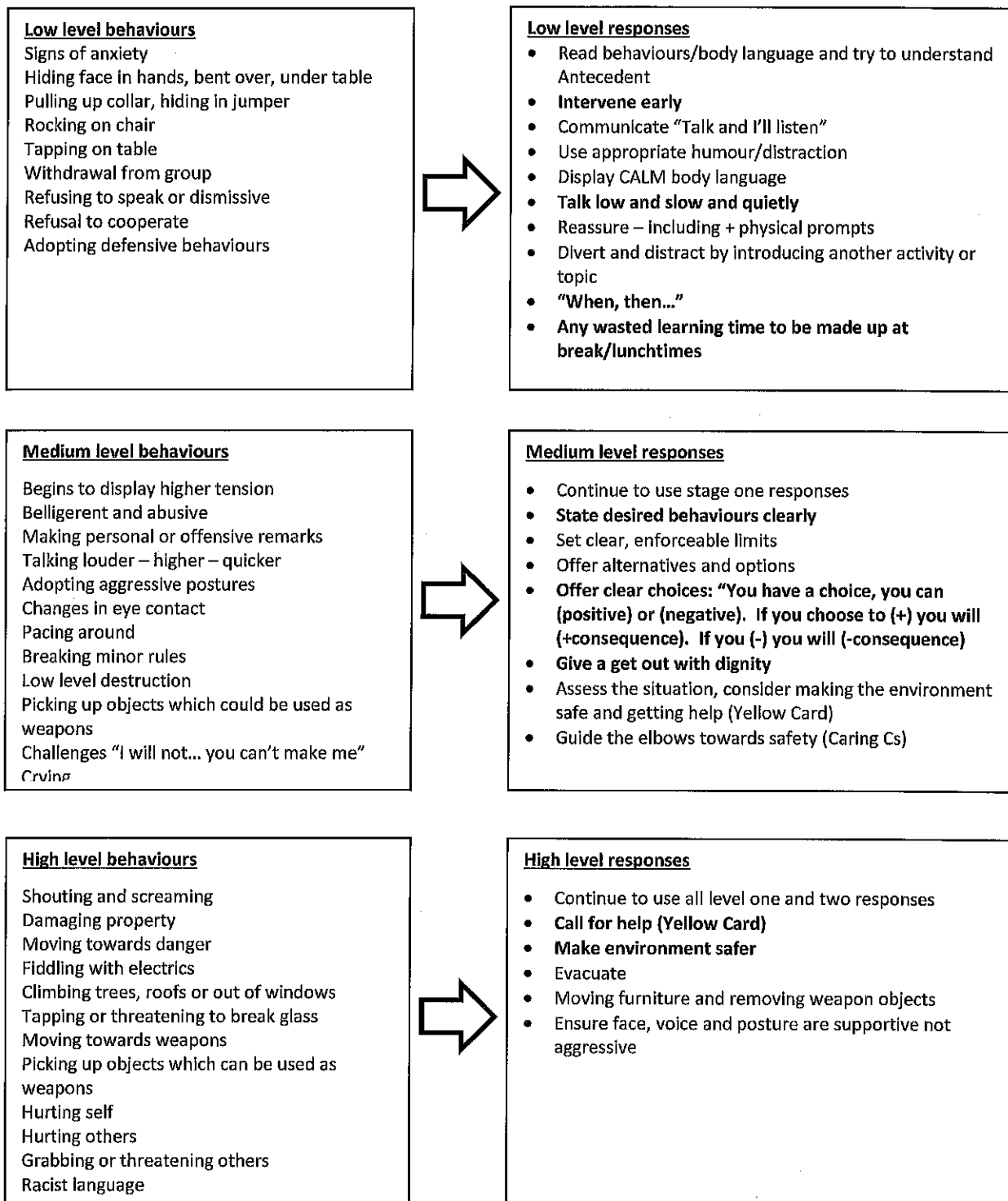
#### **Monitoring behaviour and evaluating effectiveness**

- All behaviour incidents in the 'high' level category are recorded by all staff using CPOMs or using an Incident reporting form (see appendix B). Medium level and low level persistent behaviours are recorded using the behaviour log (See appendix C) and/or CPOMs in order to track individuals to address behaviour patterns.
- All incidents are monitored by the Assistant Headteacher (Inclusion) or the Home School Link Workers as soon as possible after the incident
- CPOMs/Behaviour logs are tracked through monitoring and discussion between the class teacher and the Head of Inclusion/SLT/HSLWs on a weekly basis.
- The Headteacher/Assistant Headteacher (Inclusion) will monitor behaviour incidents across the school and respond appropriately to the needs of the school community.
- The Headteacher/Assistant Headteacher (Inclusion) will report to governors three times per year on the progress of and key issues surrounding behaviour and relationships.
- This policy will be reviewed bi-annually, with opportunities for consultation with staff, pupils, parents and governors

Reviewed: April 2019

## Appendix A

Below is a list of low, medium and high level behaviours that may be displayed in the classroom. (The list is not exhaustive). **Bold responses are the most favoured.**



Appendix B

| INCIDENT FORM / YELLOW CARD (please circle)  |                          |                       |                          |                      |                       |
|--|--------------------------|-----------------------|--------------------------|----------------------|-----------------------|
| Child's full name:   |                          |                       |                          |                      |                       |
| Child's class:   |                          |                       |                          |                      |                       |
| Date and time of incident:   |                          |                       |                          |                      |                       |
| Category of incident (please tick):  |                          |                       |                          |                      |                       |
| Verbal Abuse   | Refusal                  | Pushing               | Damage to property       | Missiles/<br>weapons | Biting                |
| Racism   | Persistent<br>disruption | Punching/<br>slapping | Kicking                  | Absconding           | Other (please state): |
| Your account of the incident <i>(what was said, observed, reported and by whom? What happened in the lead up to the incident?)</i>               |                          |                       |                          |                      |                       |
| Action taken <i>(what did you do/say? What did the children say about the event?)</i><br><br><i>What is your consequence for those involved?</i> |                          |                       |                          |                      |                       |
| Parent informed? YES/NO  |                          |                       |                          |                      |                       |
| Your name:   |                          |                       | Your position in school: |                      |                       |
| FOR OFFICE USE: TO BE COMPLETED BY SLT   |                          |                       |                          |                      |                       |
| Form complete? (please circle)   |                          |                       | Yes                      | No                   |                       |
| Action and response of SLT member (outcomes):  |                          |                       |                          |                      |                       |
| Name   |                          |                       | Date                     |                      |                       |



## Appendix C

### Behaviour logging sheets

| Date | Name of child | Time | Lesson | Reason/Behaviours displayed | Outcome/agreed actions |
|------|---------------|------|--------|-----------------------------|------------------------|
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