

St Thomas à Becket Church of England Federation

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East Sussex
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REVIEW OCTOBER 2021

Relationships and Behaviour Policy: Blackboys Church of England Primary School

Our Vision is to raise the aspiration of all pupils to “Be the Very Best they can Be”, through providing an engaging and Christian environment alongside an exciting broad and balanced curriculum striving to develop the skills, attitudes and Christian values of the whole Federation Community to face the new challenges of the 21st century with confidence.

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Introduction

Good relationships and behaviour are essential to effective learning. In order to continue to raise standards and ensure that all pupils have an equal opportunity to fulfill their potential, pupils are taught in a secure, orderly, organised and appropriate environment. The ethos of the St Thomas à Becket Church of England Federation (which is referred to as the Federation in the rest of this document) is based on Christian principles, which embrace mutual trust, respect, encouragement, praise, care and consideration for others. There is a positive learning environment, which promotes overall development intellectually, socially, physically, morally and spiritually. In order for pupils to make rapid progress in their learning, behaviour for learning is expected to be of the highest standard in all lessons.

“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.” Matthew 7:12

We believe that as we live out this teaching of Jesus in our schools it will enable our pupils to “Be the best they can be.”

Aims

We aim to:

- Respect for one another, property and the environment.
“Worthy are you, our Lord and God, to receive glory and honour and power, for you created all things, and by your will they existed and were created.” Revelation 4:11
- Foster good relationships in an atmosphere of harmony and co-operation.
“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.” John 13:34-35
- Recognise individual needs and personal value. As a Federation we have legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs.
“As it is, there are many parts, yet one body.” 1 Corinthians 12:20
- Provide a consistent approach and fairness.
“Again I saw that under the sun the race is not to the swift, nor the battle to the strong, nor bread to the wise, nor riches to the intelligent, nor favour to those with knowledge, but time and chance happen to them all.” Ecclesiastes 9:11
- Create a positive climate where there is greater emphasis on praise for appropriate behaviour than on sanctions; although pupils are encouraged to take responsibility for their actions and to realise there are consequences when poor choices are made.
“We proclaim how great you are and tell of the wonderful things you have done.” Psalm 75:1

- Encourage high standards through enthusiasm, encouragement, high expectations and raising self-esteem.
“I can do all things in Him who strengthens me.” Philippians 4:13
- Prevent bullying. (See also Anti-Bullying Policy)
“So be strong and courageous! Do not be afraid and do not panic before them. For the Lord, your God will personally go ahead of you. He will neither fail you nor abandon you.” Deuteronomy 31:6

Recognition of Achievement, Building Relationships and Positive Behaviour for Learning

In our school we use the Blackboys Learning Code to make our expectations clear.

Blackboys’ Learning Code

In our school.....

Be the best you can be.

Let others be the best they can be.

Show respect and kindness.

Be a positive influence.



Blackboys Church of England Primary School
A proud member of the St Thomas a Becket Church of England Federation

All pupils belong to a House to learn to work as a team and are awarded house points for effort, achievement, success, and positive character traits/actions. House Points and good work are celebrated at the end of each week in a “Gold Book” Assembly. In addition, individual achievement is also recognised through different award schemes, including:

- Verbal praise
- Headteacher Awards
- Public praise through Newsletter and the School’s Twitter feed.
- Stickers and Stamps
- Reward boards
- Class Points, stickers or marbles
- Termly Cup Awards and Certificates

There are class systems in place to positively encourage pupils. Each Key Stage 1 child will be able to move up a “Rainbow Chart” or Key Stage 2 child move up a “Learning Code Chart” to reward and encourage the keeping of the Blackboys Learning Code.

Rainbow Chart System

For Key Stage 1 pupils, there is a Rainbow Chart system. Each pupil begins the day on the sunshine and in the event of good behaviour promoting learning they will be then moved up to the rainbow. In the unfortunate case of misbehaviour the pupil will be moved to the rain cloud which acts as a warning. If their behaviour does not improve they will be moved down to the lightning cloud which results in loss of playtime. The Federation schools believe very strongly in positive reinforcement and if children improve their behaviour during their time on the rain cloud, they will be moved back up to the sun. Each session is a fresh start and each child will always begin back on the sun.

Learning Code Chart

A similar system runs for Key Stage 2 pupils, using a theme chosen by the class. Again, the focus is on positive relationships and behaviour.

Should the Class Teacher wish to reward the class as a whole, a system of class points or marbles can be used to encourage our Christian Value of Fellowship. This will be a sustained project over a period of time and result in a larger reward for the whole class, as we remember we have legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs.

Classroom Management

As well as the Blackboys Learning Code, at the beginning of each educational year classroom expectations are negotiated in each class. This is part of our Personal, Social, Health Education work. These rules are clearly displayed in all the classes. Classroom routines and work presentation expectations have been established to further support good behaviour for learning:

- Classrooms are kept tidy and uncluttered and resources are clearly labelled
- Class routines are well established
- Children know what to do when they finish a piece of work or an activity
- Resources are accessible to pupils
- A visual timetable is displayed daily
- Pupils know the expected signal to be quiet and listen
- Work is presented as per the class expectations

Whole Approach to Behaviour Management

At the Federation we do our best to deal with pupils in a positive way and try to be fair and consistent in our approach to dealing with individual incidents. All members of staff in the Federation have a responsibility towards supporting the Relationship and Behaviour Policy by using positive reinforcement to promote good behavior for

learning. This includes Teaching Assistants, Lunchtime Assistants, Governors and Parents/Carers. All staff will have positive interactions with children all around the school.

Sanctions

Although emphasis is placed on motivating each child into self-discipline, positivity and independence, pupils are reminded that they are in control of their behaviour and of making associated decisions. This choice naturally has consequences which each pupil needs to be aware of. In the event of a serious incident e.g. in which someone gets injured or in the case of physical aggression to another pupil, members of staff must report the incident to their Headteacher and a First Aider. Details will be logged in the relevant school's Incident Book. Depending on the seriousness of the incident a more detailed report may be required. For accusations of bullying, these must be reported to the Headteacher to be logged. Then the Federation's Anti-Bullying Policy (which is available on our schools' websites or via the relevant school office) will be followed.

Playtime and Lunchtime Sanctions

- Quiet verbal warning which outlines what has gone wrong and how it could be put right.
- Time out - 5 minutes standing at the side of the playground.
- Pupil referred to the Teacher.
- Pupil's name given to the Headteacher to be recorded in the school's Incident Book and the pupil will miss a playtime.
- Any incident of physical aggression will result in a period of absence from the playground for reflection.
- In the event of continued unacceptable behaviour or repeated bouts of physical aggression over a period of time, parents/carers will be informed and if necessary a pupil will be excluded internally* at lunchtimes.

Repeated Misbehaviour over a Period of Time in a Classroom, Playtime or Lunchtime Setting

- Parents/carers will be informed and a Behaviour Report Record sent home on a daily basis.
- An Internal Exclusion* from classroom may be considered.
- An Internal Exclusion* from the playground may be considered.
- Should behaviour continue to be a problem, support will be requested from the County Education Support, Behaviour and Attendance Service (ESBAS) and any other appropriate external agency.
- Pupils' responsibilities may be removed.
- Pupils' participation in extra-curricular activities, including Forest School, may be removed.

Leaving School Premises

If a pupil leaves a school within the Federation's premises without authorisation the police will be informed. Parents/carers will be contacted.

Extreme Behaviour

- A pupil will be sent to their school's Headteacher.
- Contact with parents/carers will be made.
- Pupil will be internally excluded* and warned of the consequences of any further extreme behaviour.
- Parents/carers will be informed of all actions taken.
- After 3 episodes of physical aggression or any form of physical or verbal aggression towards a member of staff or repeated internal exclusions* (X 3), exclusion from the school within the Federation will be considered.

What is an Internal Exclusion?

* By Internal Exclusion, we mean that children will spend time away from their class and peer group, usually in the Headteacher's office, where they will carry out the work expected of their class.

- This is an opportunity for pupils to reflect on the consequences to themselves and others of their behaviour.
- A pupil will complete work set within their school by themselves.
- The pupil will be supervised.
- The pupil will not join pupils for breaks or lunchtime, but will have the opportunity to get fresh air and exercise under supervision at another time.
- An internal exclusion will be the first step in dealing with any behaviour considered extreme, including that of consistent refusal to co-operate.

Vulnerable Pupils and those with Special Educational Needs

There may at times be pupils who exhibit behaviour which is consistently challenging as a result of a number of issues. As an inclusive Federation, we are robust in supporting all pupils whatever their circumstances, and strategies over and above those cited in this document will be developed to do so; these may include behaviour support plan, referral to support agencies and personalisation of the curriculum.

Other than in the most exceptional circumstances, the Federation will avoid permanently excluding pupils with an EHCP of special educational need. LEA and other professional advice will be sought should any such situations arise.

Please refer to the Federation's Exclusions Policy.

In keeping with the Christian Distinctiveness of Blackboys Church of England Primary School, we encourage children who have found it difficult to keep positive relationships and behavior to apologise to those they have caused upset, and for those who have been wronged to accept these apologies without reservation and to forgive, just as Jesus teaches in the bible.

"Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you." Ephesians 4:32

Review

This policy will be reviewed as it is deemed appropriate, but no less frequently than annually. The policy review will be undertaken by the Federation's Headteachers and the Governing Body's Policies Working Party.