



# Behaviour and Relationships Policy

February 2022

Ratified by Governors	March 2022
Signed - Headteacher	
Signed – Chair of Governors	
Next Review Date	February 2025

# Behaviour and Relationships Policy

## Introduction

As with everything we do at Beckley School, we expect the behaviour and relationships of everybody here to be excellent. We believe that relationships are a key driver of behaviours and that behaviours are a form of communication, thus we believe that it is key in promoting and maintaining positive behaviours that we promote and maintain positive relationships and good opportunities for positive communication. In a school setting, the behaviour of a class or individual pupils will depend largely on the expectations that adults in the school hold and so we work on the simple principle that our expectations of pupils should be clear and consistent at all times. Pupils deserve to feel safe at school, and this feeling of safety is maintained most prominently by consistency from adults. In this policy we also refer to 'behaviour for learning'; we define 'behaviour for learning' as the attitudes which pupils show towards their learning and 'behaviour' as the way in which we conduct ourselves at all times.

This policy should be read in conjunction with the following:

- Anti-bullying policy
- Special Educational Needs and Disability (SEND) policy
- Equality Statement and Objectives
- Safeguarding and Child Protection policy
- Ofsted review of Sexual Abuse in Schools

## School Values

We expect pupils and staff to embody our school values of **respect, responsibility, kindness, courage, peace and honesty** at all times. This means taking personal responsibility for the way in which we conduct ourselves and the way in which we treat each other.

## Language

Staff at Beckley School use exclusively positive language. Our language is ungendered and non-discriminatory. Adults in the school manage almost all behaviours through praise and language that builds a positive relationship with the pupil. For example, we do not use "good girl" or "good boy", but the specific pupils name.

Adults in school never refer to children as 'naughty' or 'badly behaved'. Our language shows that pupils are treated with dignity and respect at all times, even when they have not behaved in the ways we expect. The language adults use separates the pupil from the behaviour. We might say "this pupil has not behaved in the way that I expect today" but we do not use language that suggests that any person is inherently bad or incapable of making a situation good.

When communication breaks down and instances of negative behaviour are a possibility, adults encourage pupils to take responsibility for their actions by offering them a choice and a consequence. The language used in these instances is: "You have a choice. You can choose to [positive/expected behaviour], and then you will [positive/expected consequence]. Or, you can continue to [negative behaviour], in which case the consequence will be [negative consequence]. It is up to you. It is your choice." the adult will then walk away, offering the pupil a few minutes to make the choice. Once the choice has been made, the adult will acknowledge the choice with either

“Well done for making the right choice, thank you.”, or “I can see you have chosen to continue with [negative behaviour], you have chosen the consequence [negative consequence]”.

### **Motivation and Reward**

At Beckley School, we expect pupils to be intrinsically motivated by a love of learning and a desire to maintain positive relationships with everybody they work with. As such, we do not issue material rewards at school. Pupils are rewarded with praise for achievements or effort. In some instances, pupils may be offered the opportunity to have their work or behaviours praised by another member of staff, for example showing a piece of work to the Headteacher or having a member of staff explain the exceptional behaviours a pupil has shown publicly to another member of staff.

### **Collective Worship Celebration**

On Friday each week, Collective Worship is given to the reflection and celebration of all that has been achieved over the week, in all classes. Teachers may nominate a pupil to have their work, or effort, or embodiment of the school values, celebrated in front of the school through a Headteacher’s Award; when a pupil is nominated for this, they will have their achievement explained to all pupils and staff and given public praise and recognition. During this celebration, one pupil per week will be nominated for Mathematician of the Week and Writer of the Week. These accolades are given for relative achievement, for example it could be for a pupil in Reception who has learnt to count to 10, or to a pupil in Year 6 who has worked hard to understand multiplying fractions. All pupils and staff recognise that achievements are relative to age and ability.

### **Consequences**

Positive behaviours lead to positive consequences, however it is also sometimes necessary to issue negative consequences for negative behaviours. Because our relationship with each pupil is unique, consequences are chosen depending on what we know about the pupil.

However, it is important that consequences are proportionate to actions. We separate negative behaviours into ‘high-level’ and ‘low-level’. Low-level behaviours are disruptive to learning, but we recognise that disproportionate reactions from adults further disrupt learning. High-level behaviours are dangerous, unsafe or abusive.

The list below, showing possible consequences for possible actions, is by no means exhaustive, but gives a guide to proportionate responses:

Examples of Low-Level Behaviours	Examples of Low-Level Consequences
<ul style="list-style-type: none"> <li>● Chatting at inappropriate times</li> <li>● Low-level unkind language</li> <li>● Not trying your best or putting in minimal effort to your learning</li> <li>● Laughing at or ‘joining in with’ other behaviour</li> <li>● Pulling faces</li> <li>● Calling out at inappropriate times</li> <li>● Tapping a pencil or the table when an adult is talking</li> </ul>	<ul style="list-style-type: none"> <li>● Non-verbal (pencil down, ‘stop’ hand)</li> <li>● “When...then...” (e.g. “when you are ready, then it will be break time”)</li> <li>● Repeating an instruction until it is followed</li> <li>● Standing next to a child or hand on the desk in front of them to show that you see the behaviour</li> <li>● A stern look or a look and a pause until the behaviour changes</li> <li>● Using ‘thank you’ instead of ‘please’</li> <li>● Commands rather than questions</li> <li>● Choices and consequences when work is not being completed, for example the choice to</li> </ul>

	complete work in their own time
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Examples of High-Level Behaviours	Examples of High-Level Consequences
<ul style="list-style-type: none"><li>● Physical violence, e.g. kicking, punching, against a pupil or member of staff</li><li>● Damage to property</li><li>● Throwing an object</li><li>● Swearing</li><li>● Racist, homophobic or sexist language</li><li>● Absconding (running away)</li><li>● Inappropriate touch, inline with the Ofsted review of sexual abuse in schools</li></ul>	<ul style="list-style-type: none"><li>● Internal exclusion, for example working away from the classroom for a period of time</li><li>● Loss of part of break or lunch time in order to reflect on actions</li><li>● Restorative justice techniques, for example the opportunity to apologise or write a letter of apology to a victim</li><li>● Phone call home to inform family of behaviour</li><li>● Suspension or Permanent Exclusion</li></ul>

**Negative consequences at Beckley School are never:** writing names on a board or publicly shaming or embarrassing a pupil; indicating a loss of respect from an adult to a pupil; asking a pupil to leave the room or stand/sit outside; enforcing whole-class or group consequences for individual behaviours; taking away whole break or lunch times without a suitable alternative pre-arranged; shouting at a pupil or group of pupils.

### **Suspension and Permanent Exclusion from School**

Beckley School recognises that suspension or permanent exclusion from school are never the preferred course of action. However, where a single incident of high-level behaviour has been significant enough or there have been persistent incidents of high-level behaviours, this could lead to a fixed-term suspension or permanent exclusion from school. This is a decision that will be made, in possession of all of the facts, by the Headteacher.

### **Use of Reasonable Force**

All adults in the school have the right to use reasonable force in school in order to maintain the safety of all pupils and staff, in accordance with section 550A of the Education Act 1996 and in line with government guidelines. Physical intervention from an adult is never used as a punishment, only as a safety measure.

### **Recording Incidents and Communicating with Parents**

When an incident of negative behaviour occurs, particularly one where a significant consequence has been issued, the member of staff who dealt with the incident will record it on CPOMS and assign it to a member of the Senior Leadership Team. That member of the SLT will be responsible for ensuring that the incident is actioned correctly and closed.

The class teacher is responsible for communicating the incident with the parents or carers of the pupil, either by face-to-face conversation or phone call. If the class teacher requires support with this conversation, they will ask a member of SLT for the support needed.

The most serious cases of high-level behaviour are referred to the Headteacher to communicate with external agencies and parents/carers of the pupil.

### **Roles and Responsibilities**

The Teacher Standards 1, 5 and 7 set out that:

1. A teacher must set high expectations which inspire, motivate and challenge pupils.
5. A teacher must adapt teaching to respond to the strengths and needs of all pupils.
7. A teacher must manage behaviour effectively to ensure a good and safe learning environment.

These standards work in conjunction to guide teachers to their responsibilities for managing the behaviour and relationships within their classroom.

Class Teachers are responsible for setting the expectations for behaviour and relationships to their class. This will be done by verbally communicating their expectations to pupils (“when we do this, I expect you to...”) and also through their actions at all times. Class Teachers show that they are completely committed to upholding their expectations through daily tasks, for example always walking at the front of their class line to show how they expect it to be done, and through the way they communicate with pupils, for example ensuring they smile and are kind and gentle. The most important way in which Class Teachers communicate their expectations is by following through with consequences that are given.

In some cases, it is appropriate for a member of Support Staff to manage behaviours in the classroom or on the playground. This will be at the direction and monitoring of the Class Teacher. Support Staff are not expected to manage serious incidents of negative behaviour without specific direction, however as adults within the school they are expected to embody our school values and uphold expectations of pupils at all times.

In some cases of serious high-level behaviour, a member of SLT or the Headteacher will be called to take over the management of the situation.

The Headteacher holds overall responsibility for the monitoring and management of all behaviour and relationships within the school.