

FLUSHING C of E PRIMARY SCHOOL

RELATIONSHIP POLICY

Flushing School's strategic vision of 'Nurturing to Flourish in our World' and core values; Friendship, Kindness, Trust, Hope, Forgiveness and Creativity are the driving force of this policy.

This relationship policy aims to

- Support the Christian ethos of the school where individual members of the school community can feel safe, valued and respected.
- Follow Christian principles of repentance, forgiveness and reconciliation.
- Enable all to learn and work together in a positive and supportive way.
- Promote a learning environment where everyone feels happy, safe and secure.
- Promote positive relationships between children, and between children and adults.
- Promote self-esteem, self-discipline and the building of positive relationships based on mutual respect.
- Treat all children fairly and consistently.
- Encourage children to become responsible and independent adults.
- Recognise and reward positive behaviour.
- Encourage respect for self, respect for others and respect for the environment.

As children grow and develop, we expect them to

- Follow rules and routines at school for reasons of communal health and safety, which promote a safe and calm learning environment.
- Listen and follow instructions carefully.
- Participate in all activities.
- Have regard for the safety and well-being for oneself and of others.
- Refrain from using negative language and swearing.
- Have regard for their own property, the property of others, and school property.
- Understand that the behaviour of an individual can have consequences for everyone.
- Follow the Anti-Bullying Policy.

As children enter this school at the age of four, and are here until they are eleven, we recognise that rules, routines, rewards and sanctions may have to be adapted to be relevant and have meaning for different age groups. Different classes agree and display rules and routines.

Rewards for positive behaviour

Rewards can be a powerful and motivational tool to reinforce good behaviour. At Flushing school, we emphasis on the positives over the negative. We ensure every child has the opportunity to be recognised and rewarded.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- Private and public congratulation and praise.
- Instant rewards e.g. dojo points, stickers, stamps
- Nominations for a pupil of the week certificate at a praise assembly.
- Head teacher praise.
- End of year awards
- Recognition in the newsletter and website
- Sharing with parents/guardians

Responses

All students are given the opportunity to reflect on their behaviour before any application of the following consequences.

We endeavour to develop and maintain an emotionally enriched environment for our student and we believe that the teacher/learner relationship is essential. A safe, open and stimulating sequence of interactions with an adult can engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval and problem solving.

We use a range of strategies to interrupt poor behaviour choices including;

- Time inside
- Regulation opportunities
- Change of environment
- Availability of an emotionally available adult

Consequences against unacceptable behaviour

A clear system of school rules is followed and if children choose not to follow them a warning system is used. Our general 'Bee Rules' are as follows:

- Be ready- *show active listening*
- Be respectful -*take turns and support each other*
- Be kind - *treat others the way you would like to be treated*
- Be responsible-*make good choices*
- Believe in yourself- *always try your best*

If the rules are broken then a five stage warning system may be used.

1. A verbal warning.
2. 5 minute thinking time.
3. Given a Yellow Card to hold and to consider choices..
4. Yellow Card- filled in with child's name and reason. Child to be sent to another room with work to do for the rest of the lesson. The next break time will also be missed. Teachers to keep a record of Yellow Cards given. Notify the Head Teacher if a repeating pattern is noted.
5. Red Card - child is sent to the Head Teacher. This can also be used if the situation is deemed to be of a serious nature ie physical attacks, swearing, stealing. Red Cards to be investigated by the Head Teacher and Class Teacher and will be recorded in the Behaviour Log Book. Two Red Cards per half term means a letter home. Further Red Cards results in a one hour after school detention.

The school will use various strategies to correct behaviour and will seek external support where necessary.

If a child receives three detentions in any half term, the head teacher will consider using further sanctions. The child could be given an internal exclusion (or move straight to exclusion), which means the child will attend the school but be set work to carry out not in their own classroom. This period will last for 2 days. It is to be seen as a cooling off/reflection process, as well as a clear indication to all concerned that failure by a child to correct the behaviour, will lead to further action.

After the internal exclusion, the child will return to their class, but their behaviour will be monitored for 2 weeks. If there is no improvement during that time, the head teacher may move to the next stage, exclusion. The parents of any child excluded will be given a letter explaining the reasons for exclusion and the procedures (including right to appeal), and work set by the school for the child to do at home. Exclusions can be fixed or permanent. More serious incidents can lead to the jumping of some stages. Exclusion cannot be delegated, and remains the decision of the head teacher.

It is common practice in EYFS setting for the school behaviour policy not to be applied in its entirety due to the developmental needs of children of that age. An EYFS behaviour system is attached to this policy.

Strategies which we apply

- Providing a broad and balanced curriculum and a variety of teaching and learning styles.
- Reflection on practice by members of staff, for example where the child is sitting, the level of challenge of the work (either way), use of visual prompts to pre-empt potential problems.
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning.
- Positive classroom management strategies.
- Providing staff training.
- Giving opportunities to take responsibility and reflect on situations.
- Providing a range of extra curricular activities.
- Involving external professionals for advice and assessment.
- Supporting students appropriately may require adults to develop and employ new skills and/or strategies.
- Adults to be observant, open, inclusive and co-regulators as needed.
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved.
- Encouraging regular contact with parents/carers.
- Creating an individual behaviour plan for a child.

The role of the Class Teacher/Teaching Assistant

The Class Teacher has the responsibility of:

- Implementing this policy.
- Reporting to Governors when requested on the effectiveness of this policy.
- The duty of care towards all children and adults in the school.
- Supporting staff in the implementation of the policy.
- Keeping records of incidences of unacceptable behaviour and the action taken.

The role of parents

We explain rules, rewards and sanctions in the Prospectus and other sources of information, and we aim to build a supportive dialogue with parents by informing them of any concerns or incidents.

The role of Governors

The Governors have the responsibility of:

- Setting out these guidelines and
- Reviewing their effectiveness.
- Supporting the head teacher and staff in the day to day application of this policy.
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The role of volunteers

See volunteer policy.

Review

This policy will be reviewed on an annual basis.

Signed:

Date: 10/23 TL

