

BEHAVIOUR POLICY IN A PAGE (A slimline version of Relationship Policy)

We focus on relationships

We look to develop and maintain the kind of relationships most conducive to learning and wellbeing.

We promote these positive behaviours/ values:-

Have Compassion, Be Curious, Always Persevere, Try Forgiveness, Take Responsibility, Be Courageous, Feel Grateful, Show Humility, Look for Friendship, Challenge Yourself, Have Faith, Don't Compare

We do not tolerate bullying of any kind

Bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. (See anti-bullying policy)

Consequences

We accept we will all make mistakes - forgiving ourselves and others for these mistakes; knowing that mistakes are an opportunity to learn.

Teachers will use their judgement regarding whether a sanction is necessary and what sanction to give. Their decision will be based on their relationship with that child; on their understanding of that child's needs, especially their emotional needs.

- A decision will be made whether to communicate with parents. This will be referenced on the Pupil Wellbeing log and (where needed) CPOMS.
- In extraordinary circumstances, the Headteacher may warn parents in person where possible or in writing if not, of the possibility that a behaviour will result in either a suspension or permanent exclusion.

Curriculum

We try not to view behaviour as a hindrance to learning- instead we see it as part of learning. We take opportunities across the curriculum to explore and reflect on relationships and behaviour.

Expectations /parameters

We aim to hold our pupils and ourselves to high standards of conduct and a good attitude to learning. At all times pupils are expected to avoid the following behaviours:- bullying, racial or homophobic abuse, violence of any kind (hitting, kicking, shoving, biting, physical fighting); damage to / stealing property; rudeness; swearing and verbal abuse; refusing to co-operate with reasonable request; persistent disruption of teaching and learning.

Investigations

We investigate any incident thoroughly to ensure we reach the most objective and accurate conclusion. This should include making no assumptions from the outset and asking pupils to account for their behaviour first.

Parents

We like to work in a very close partnership with parents and we will, wherever possible, encourage parental involvement. We will offer support to parents when an individual child is struggling and expect parents to contact the school whenever they need.

Positivity/ positive feedback

We do not have a detailed set of extrinsic rewards- believing we should be striving instead for pupils to see the intrinsic value in themselves and in what they learn.

We focus upon activities that will help pupils reach for intrinsic value, this through:-

-the celebration of learning, -self-reflection, -and autonomy.

Where we do celebrate:- we are careful not to make comparisons; we try not to promise the celebration ahead of time; we aim to celebrate everyone

We will look to communicate with home when pupils and their teachers feel there is something significant to share/ celebrate. We do this through:-tapestry; texts home from teacher/pupil on a regular basis; regular verbal feedback; Open afternoons

Restorative

When there is conflict, 'Restorative Practice' focuses on building, maintaining and restoring relationships and giving people agency in their own lives. REFLECT - REPAIR - RECONNECT

Supportive of pupils

We tailor our response and strategies to the needs of the child. Where a child needs more in depth support, we generally operate a 'team around the child' where a child's needs are discussed and reviewed thoroughly, including liaison with the child concerned, all adults involved including parents.

Please see the full Relationships Policy for more detail