



## Absolute Achievers Relational Policy

September 2022

### Rationale

At Shears Green, we aim to be a school, where every child can feel safe, be happy, be confident and to learn and be the very best they can be. Some children may find it hard to regulate their behaviour but need to be treated with respect. Effective teaching and learning can be achieved where there are positive, mutual relationships between staff and pupils and peers.

At Shears Green, we aim to deliver a consistent approach to enforcing positive behaviour and the school rules. Unacceptable behaviour will be challenged with a series of restorative approaches.

Absolute Achievers operates in conjunction with the following policies:

- Anti bullying
- Child Protection and Safeguarding
- Health and Safety
- Exclusions
- Teaching and Learning
- SEN and Inclusion
- Anti racism
- Thrive
- PSHE curriculum
- Oracy 21

Absolute Achievers will be rewarded with a range of incentives and rewards (**See Appendix 1**)

### Aims

Our school aims to:

- Provide a safe environment where learning is enjoyable
- Offer an engaging and challenging curriculum
- Promote healthy, positive relationships with others in the school and the community
- Help each individual to discover and develop new skills
- Provide challenge and support to achieve high standards

- Encourage and support children to become well-rounded, self-disciplined, respectful, moral and caring
- Develop the mental well-being of pupils.

At Shears Green, our emphasis is on the positives and reinforcing these, rather than focusing on failures. These rewards are aimed to motivate and help children to make the right choices, which are displayed in each classroom. **(Appendix 3)**.

### **School ethos**

Being an Absolute Achiever is consistently reinforced everywhere in school, across the school day – each class follows the whole school Absolute Achiever expectations and has a visual Absolute Achiever diamond in class **(Appendix 3)**. Children are provided with consistent positive encouragement and recognition when they demonstrate that they are an Absolute Achiever. They are supported to make the right choices and learn how to problem solve. Our school rules are taught and embedded through the school, from Year 3 to Year 6. This creates a transparent, whole school theme, which everyone strives to work toward. Links to our Oracy curriculum will be made as the children develop ‘talk’ strategies to help them verbalise their experiences in a calm manner.

### **School rules**

The school rules clearly define high standards that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

These rules, agreed by the staff and Governors, are shared with the children to ensure a consistent approach:

- ◆ **I will walk on the left, quietly and calmly**
- ◆ **I will treat people as I expect to be treated using good manners**
- ◆ **I will not call out**
- ◆ **I will listen to others**
- ◆ **I will be kind**
- ◆ **I will not give up and be resilient**
- ◆ **I will be the best version of myself**

### **Incentives**

In addition to verbal praise and feedback, embedded in our teaching and learning, we have “whole school” incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives are:

Merits – these are for (one or two) children from each class who have displayed excellent behaviour, attendance or to learning. Each child will receive a certificate in the celebration assembly.

Absolute Achievers – each child that finishes their day on top of the Reward Diamond, will receive 3 points. Children have the chance to move up the diamond throughout the day for:

- good behaviour
- completing their work to the best of their ability
- politeness
- helpfulness
- kindness to others
- changing their behaviour
- supporting others

Points would usually be given singularly. All staff in school can give Achievement points.

Achievement points are collated weekly and their total scores are accumulated in order to earn rewards. **(Appendix 1)**

Additionally, points collated by the class teacher daily are then automatically counted up at the end of each week – the winning Team will be announced in the Celebration Assembly. At the year-end, the Team with the most Achievement points will be awarded the School Cup, engraved for that year and a coloured ribbon will be added.

Children are encouraged to compete against the other teams to raise their total. There will be extra times in the school year such as sports day, where they can earn more points for their Team.

### **Responsibilities**

The following roles and responsibilities will be implemented in support for the positive behaviour policy.

#### **The Head teacher, Deputy and Assistant heads will:**

- Implement the Positive Behaviour Policy and Absolute Achievers Reward Scheme, reinforcing the need for consistency throughout the school,
- Be ultimately responsible and accountable for behaviour throughout the school
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Liaise closely with the well-being lead
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety of all children and staff
- Praise and encourage positive behaviour with dedicated assemblies

#### **Staff will:**

- Provide a well-balance and creative curriculum
- Support children when dealing with their emotions and feelings and using a restorative approach via Thrive
- Plan engaging and differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children especially the positive
- Work in partnership with the Thrive team and coaches.
- Follow the behaviour policy consistently
- Challenge unwanted negative behaviours following the policy
- Report challenging behaviour following the correct procedure, recording incidents on CPOMS.

**Children will:**

- Foster social relationships in the school community of mutual respect
- Be responsible for their own actions and their impact on others
- Respect other people and the views and feelings
- Empathise with the feelings of others
- Be fair
- Be willing to be reflective to change behaviours
- Follow the school rules
- Learn to work cooperatively.

At Shears Green, we will use a restorative approach to deal with challenging behaviour which will focus on repairing harm done to relationships and people at the centre of the focus. All children will be supported to explore incidents and reflect on responses to ensure the preservation of positive relationships.

**The Governing Body will:**

- Support with the implementation of the policy

- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness for the policy
- Understand that behaviour is a management issue

### **Key points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with the responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charges of the teacher, including on school visits
- Teachers can also discipline pupils for misbehaviour outside of school
- Teachers can confiscate pupils' property
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies also have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE – use of reasonable force July 2013)

(Taken from the DFE guidance – behaviour and discipline)

### **Reporting of incidents within school**

As outlined above, all staff are expected to follow this policy in regards both rewarding and sanctioning children. They are responsible for communicating these behaviours with parents and carers – see below. Staff have the responsibility to not only challenge but also report all negative, unwanted behaviour incidents. These may cover a whole range of behaviour incidents (Appendix C). All staff report behaviour incident via our online reporting system CPOMS. Every staff member has a log in and are expected to report incidents as soon as possible so they can be dealt with in an appropriate and timely manner. Staff are expected to report on the context/lead up to the incident (antecedent, which needs to be fact based and not opinion) and the consequence of the pupil action i.e. the sanction given.

Incidents of racist, homophobic and hate crimes are dealt with in line with the behaviour policy. These incidents are often also reported to the Local Authority. Incidents of bullying are also reported to SLT and the Governors via Behaviour Reports. Any incidents of online cyber bullying (See E-safety policy) also follows the behaviour policy in the manner in which they are dealt with.

Incidents of sexualised behaviour – harassment or violence- are reported via CPOMS, which is then always dealt with by a member of SLT and the Head teacher and where necessary DSL (designated safeguarding lead). In the instance of harmful, sexualised behaviours two of our DSL's will complete an Individual Pupil Risk Assessment. DSL's will recognise and refer incidents/pupils to the Local Authority where necessary. Outcomes and levels of intervention will be determined based upon types of presenting behaviours. Where abusive/violent behaviours are identified, safety support planning will be put into place.

See Child Protection, Safeguarding and Anti bullying policies.

## **Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has a behaviour which is causing concern in school, small steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this, alongside the nurture team if they are involved. Teacher will be responsible for reporting and early warning signs for behaviour and safety to SLT, so that strategies can be put in place. Where pupils have met with the SLT for restorative measures, a record will be kept and SLT will arrange to meet with the parent/cares to discuss more formal steps to be taken.

The Positive Behaviour Policy will be shared with parents/carers. SLT, the class teachers and others from the Thrive Team will work together to support and encourage parents to share the same aims of the school promoting good behaviour. They will explore extended services and agencies with parents/carers should there be a need for support within the home environment.

The Head teacher and Deputy will share positive stories about best and improving behaviours. They will work in an open and honest way with parents in order to achieve the aim of this policy.

## **Lunchtime behaviour**

We expect behaviour at break time and lunchtime to match that expected in classroom situations. Absolute achievers will be followed by all staff at break time and lunch time. If a consequence is required, this will follow the sanction table in appendix 2.

## **Confiscation or inappropriate items**

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1; The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to , or loss of, and confiscated items. The law does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit and offence, cause injury or damage to property.
- Any banned item by the school rules which has been identified in the rules as an item which may be searched for.

3. Weapons, knives and extreme child pornography must always be handed over to the police.

If and when an item is confiscated from a pupil, a risk assessment may need to be put in place for that child to help reduce and control risks or future incidents.

## **Pupils conduct outside of the school gates**

What the law allows:

At Shears Green, we have high expectations of the children's behaviour expecting to behave appropriately on their way to and from school. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the school day e.g. football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school or school related activity or
- Travelling to or from school or
- Wearing the Shears Green expected uniform (Namely games attire)
- In some other way identifiable as a pupil of the school.

or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to the Health and Safety of themselves and other children.

## **Use of reasonable force**

The following members of staff all have up to date Team Teach training for positive handling: Gemma Smith, Emma Abbott, Alice Young, Emma Ellerington, Clare Tutt.

## **Malicious Allegations**

At Shears Green, allegations of abuse are taken seriously and acted upon in a fair and consistent way in which both the child and the person who is the subject of the allegation will be supported. All allegations will be treated confidential and every effort will be maintained to guard off any publicity while the allegation is investigated. Suspension would not be an automatic response to an allegation.

## **Suspension**

It is at the discretion of the Head teacher in conjunction with the 'Suspension and Permanent Exclusion from Maintained Schools September 2022' document to decide whether a suspension is appropriate.

## **Policy Review**

The Behaviour Policy will be reviewed on a regular basis in consultation with the Head teacher and School Governors.

**Date to be reviewed - January 2023**

Signed \_\_\_\_\_

Date: \_\_\_\_\_



## **Appendix 1 Incentives and rewards**

All children will have a lanyard in their TRUST colour, onto which they will be able to collect reward badges. Each badge has a different colour and emoji.

<b>Anticipated date of reward</b>	<b>Points earned</b>	<b>Reward</b>
16 <sup>th</sup> September	30	Voucher for a Free cookie (to be collected on the classes cookie day)
30 <sup>th</sup> September	60	Blue badge
14 <sup>th</sup> October	90	Yellow badge
25 <sup>th</sup> November	150	Green badge
16 <sup>th</sup> December	195	Blue badge
20 <sup>th</sup> January	240	Lime green badge
10 <sup>th</sup> February	285	Purple badge
10 <sup>th</sup> March	330	Absolute Achiever pencil
31 <sup>st</sup> March	375	Red badge
5 <sup>th</sup> May	420	Voucher for a Free cookie (to be collected on the classes cookie day)
26 <sup>th</sup> May	465	Rainbow badge
9 <sup>th</sup> June	500	Bronze badge
30 <sup>th</sup> June	545	Silver Badge
21 <sup>st</sup> July	590	Gold badge

<u>Behaviour</u>	<u>Sanction</u>
<p><b>Step 1 Offence</b>  Child daydreaming, looking around, talking ( non-disruptive)</p> <p>Talking, distracting others, slow to complete work, arguing with peers, calling out</p>	<p><b>Non Verbal</b>  A look, standing near the child, reminder of class rules, praise children nearby</p> <p><b>Verbal Request</b>  ‘Name’ your <b>(describe action)</b> please can you <b>(desired behaviour)</b>. Praise a child with desired behaviour.</p>
<p><b>Step 2 Offence</b>  Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions</p>	<p><b>Verbal Warning</b>  ‘Name’ you have continued to <b>(describe action)</b> you now have to move your name down the diamond (Yellow). If you choose to <b>(describe desired behaviour)</b> you can move back up.</p>
<p><b>Step 3 Offence</b>  Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions  Disruption to learning</p>	<p><b>Time out in buddy class</b>  ‘Name’ you have continued to <b>(action)</b>, you now need to think about making the right choice <b>desired behaviour)</b> in time out. Praise another child with desired behaviour.</p> <ul style="list-style-type: none"> <li>- Move to another class for 5 minutes with 5 minute timer</li> <li>– Move name down to orange on the diamond.</li> </ul>
<p><b>Step 4 Offence</b>  Swearing directly at an adult, refusal to come in from playtime/lunchtime.  Leaving the classroom</p>	<p><b>Sent to Assistant Headteacher(s)</b>  ‘Name’ you need to go to time out with an Assistant Headteacher for <b>action</b>. Then you need to <b>(Desired behaviour)</b>. If you continue to do <b>action</b> then you will.....</p> <p>Move to bottom of the diamond.</p> <ul style="list-style-type: none"> <li>- <b>Assistant Heads to track the number of timeouts a child has each half term. On the second time out the phase leader will call parents</b></li> </ul>
<p><b>Step 5 Offence</b>  Continuation of level 2- 3 offences.  Deliberate violence towards a child in the classroom, racist incidents, upturning furniture,</p>	<p><b><u>Sent to Pastoral Manager/ Deputy head</u></b>  Possible sanctions:  Time out in isolation for AM/PM  Lunchtime detention  Letter and phone call home  Meeting with parents/ carers  A behaviour record of the child will be made</p>

<p><b>Step 6 Offence</b>  Physical violence towards staff  Leaving the school grounds  Climbing on school property</p>	<p><b>Sent to the Head teacher</b>  The head will then decide possible sanction:  Internal exclusion  Fixed term exclusion  Lunchtime exclusion  Meeting with parents/ carers  A behaviour record of the child will be made</p>
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**Appendix 3 – Behaviour Diamond**

