



# BEHAVIOUR AND RELATIONSHIPS POLICY

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## **Mission Statement**

‘Suprema Quaero’ – I seek the highest

At Lowedges we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity. We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone’s contribution. Through our partnership with the local and wider community, we aim to support our young people in successfully taking their place in society. All adults in school have a responsibility to safeguard and promote the welfare of children.

With your commitment we will aim to achieve and exceed expectation.

## **Introduction**

A well-ordered environment and good learning behaviours are necessary for effective learning and teaching to take place. Good behaviour, strong relationships and behaviour management should help every child to succeed and to achieve their full potential.

It is important to recognise that the majority of the pupils at Lowedges Junior Academy are well behaved, courteous and show respect for each other and the adults with whom they interact. Our academy behaviour and relationships policy actively promotes the **responsibilities** of all members of the academy to ensure self- discipline, self-respect, honesty, fairness, politeness and working together harmoniously.

Promoting **positive behaviour and relationships** requires a shared understanding and commitment by all staff and pupils, parents/carers, governors, outside agencies and the wider community. **Consistency of practice** is required across the academy to ensure that pupils know and understand the standards of behaviour expected of them. This policy aims to provide the means of ensuring:

- A shared set of understandings
- A framework for consistent approaches and practices

## **The Aims of our Behaviour and Relationships Policy**

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop an awareness of and adherence to acceptable and appropriate behaviour with proper regard for authority.
- To encourage pupils to value the academy environment and its routines.
- To create a caring, stimulating and secure environment in which pupils can work and play safely.
- To define the standards of behaviour the academy wants to achieve.
- To value the rights of the individual.
- To raise pupil’s self-esteem.
- To promote and develop empathy and respect for self and others and prevent all forms of bullying among pupils.

- To develop a sense of politeness and consideration for others.
- To ensure that pupils are confident of their right to be treated fairly.
- To acknowledge that the maintaining of good behaviour within the academy is a shared responsibility.
- To ensure good behaviour is always recognised.
- To empower staff with the confidence, skills and knowledge to determine and request appropriate behaviour from everyone and to respond in a consistent, effective way to challenging and difficult situations, thereby:
  - Reducing conflict and uncertainty in encounters between pupils and staff.
  - Enabling pupils and staff to emerge from difficulties with a positive sense of themselves and their purpose.
  - To ensure the policy is fully understood and is consistently implemented throughout the academy.

### **Promoting Good Behaviour and Relationships**

Underlying our policy is a belief that the academy should provide every pupil with the opportunity to reach their full potential in an environment which encourages co-operation, understanding and tolerance. We want to create an orderly and caring environment where teachers can teach and every child can learn freely and fully. We believe that this can be achieved when:

- There are good relationships between staff and pupils.
- Staff praise pupils for doing the right thing.
- Expectations of work and behaviour are high and clearly understood by all.
- Staff inform parents of exemplary behaviour and achievements.
- Rules are clear, consistent, fair and followed by all.
- Rules are reviewed with staff and pupils.
- There is a shared understanding and subscription to the **responsibilities** and **rights** of all members of the academy community.

### **Responsibilities and Rights**

The understanding of the **responsibilities** and **rights** of all is fundamental to the education process.

All members of the academy community at Lowedges Junior Academy have certain responsibilities and rights.

#### **Responsibilities**

<b>Staff</b>	<b>Pupils</b>	<b>Parents/Carers</b>
To lead by example. To be consistent in dealing with pupils. To encourage the aims and values of the academy among the pupils. To have high expectations of	To support and care for each other and to treat others fairly and with respect. To respect each other's property and work. To listen to others, respect their opinions and recognise their efforts.	To be aware of the academy's values and expectations. To support the values and expectations of the academy. To ensure that pupils arrive on time each day in full academy uniform and with equipment.

<p>the pupils.</p> <p>To meet the educational, social and behavioral needs of the pupils.</p> <p>To provide an appropriate curriculum.</p> <p>To provide a clean, supportive and safe environment in which pupils can work.</p>	<p>To behave in way that allows others pupils to learn.</p> <p>To do as instructed by all members of staff.</p> <p>To observe the Golden Rules at all times.</p> <p>To keep the academy clean and pleasant.</p>	<p>To communicate to the academy any necessary information that will help to support the education of their child.</p>
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If all members of the academy community take responsibility for their actions, then all pupils will have the **right** to:

- learn to their full potential.
- have their efforts recognized.
- be and feel safe.
- expect their property to remain safe.
- be treated fairly and with respect.
- attend a clean and pleasant academy.

### Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach. In our academy, all pupils are expected to follow our Golden Rules:



These expectations (Golden Rules) are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies. The 'Golden' rules are represented in a different way within EYFS, with the use of Communicate In Print, to support pupils understanding.

## Rewards

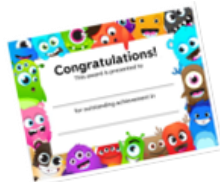
We regularly celebrate the success of all pupils in a variety of ways, as we recognise that focusing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including;

- Multiple opportunities during the day for a fresh start
- Verbal praise/feedback
- Headteacher awards in celebration assemblies
- Attendance certificates
- Dojos awarded through class dojo
- Stickers
- Being Golden awards

## Class Dojo



Class Dojo is used to reward a range of positive outcomes and behaviours. Dojo points are given for a range of reasons, which may include where a pupil has worked hard in a lesson or on a piece of work; trying their best; following the academy 'Golden Rules'; wearing the correct uniform; arriving on time and completing homework.



Within the Class Dojo system, there are individual rewards – 'Dojo Master of the Week'. This is given to a pupil in each class, who has achieved the highest number of dojos that week. The Dojo Master of the Week is presented with a certificate in class and their success is shared with parents/carers on the Lowedges Facebook page.

Each class, each half-term set their own dojo limits for individual class prizes. This is where pupils within each class work together for either an individual or a collective prize. These prizes may range from sitting on the teachers chair for the day, once a pupil has achieved 50 dojos for example, to a whole class extra playtime, if as a class they reach a certain amount of dojos.



## Being Golden

Pupils are expected to follow our 'Golden Rules' all of the time. At the end of each half-term, class teachers will choose which pupils have 'Been Golden' for the full half-term. These pupils will receive a 'golden' prize and where a pupil collects all six 'golden' prizes, they will, at the end of the year, receive a gold medal and certificate in recognition of their high standards of behaviour. All prizes are given out during the end of term celebration assembly and where a pupil may not have received a 'golden' prize, class teachers spend their time explaining which of the Golden Rules they have not quite achieved and which they need to work on the following half-term.

## Headteachers Award / Golden table

Every half-term, each class teacher will choose two pupils for either a community award or achievement award. These will be presented during a celebration assembly and at lunchtime, these pupils get to have lunch with the Headteacher and Assistant Vice Principal at the golden table and enjoy eating from golden crockery.

## Sanctions

Acceptable behaviour in Lowedges Junior Academy is that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, staff and visitors to the academy.

Lowedges Junior Academy places high importance on building relationships with our pupils to ensure they receive the best possible education and expect that all of our pupils follow our golden rules and conduct themselves in a sensible manner when moving around the academy. However, occasionally, some pupils find it difficult to comply with the rules of the academy and therefore, a set of sanctions are in place, which follow a carded system and offers our pupils multiple opportunities for a fresh start throughout the day.

Any behaviour incidents that occur, will be dealt with using restorative justice practice. All staff in the academy have received training on restorative practice and use the Restorative 5 to unpick any incident or reason behind a consequence card with the pupil/s.

### Restorative Justice

“Every child has the right to be safe, feel safe, have a say.”

Restorative Justice reduces recidivism (repeat offending).

Relationships are key.

### Restorative 5

- 1. What happened?
- 2. What were you thinking at the time?
- 3. What have you thought since?
- 4. Who do you think has been affected by this?
- 5. What can be done to put this right?

Where pupils do not follow the ‘Golden Rules’ within the classroom, the following procedure is in place to support them to rectify any unwanted behaviours.

### **Verbal warning**

This may be in the form of the class teacher or adult simply saying the pupils name in order that minimal disruption to the class's learning occurs.

### **‘Stop and Think’ Card**



This card is given to a pupil, where a verbal warning has not worked. The card is slid onto the pupils’ desk discretely and the class teacher will then speak with that pupil at a more appropriate time in the classroom/lesson. On the reverse of the card are some tips to support the pupil in regulating their behaviour.

## Warning Card



This card is given to a pupil where a 'stop and think' card has not worked and the pupil continues to disrupt the lesson. The card will be put onto the pupils' desk discretely in order to ensure minimal disruption of the lesson and the class teacher will then speak with that pupil at a more appropriate time in the classroom. On the reverse of the card are some tips to support the pupil in regulating their behaviour.

## Consequence Card



This card is given to a pupil where a 'stop and think' and a 'warning' card has not worked and the pupil continues to disrupt the lesson. The card will be put on the pupils' desk discretely and the class teacher will then speak with that pupil at a more appropriate time in the classroom. On the reverse of the card are some tips to support the pupil in regulating their behaviour. The pupil will then miss their next break time (morning break / lunchtime). It is the class teacher's responsibility to ensure the pupil is brought to the modular building for their consequence.

During their consequence, the Inclusion Manager will use restorative justice practice (Restorative 5) to support the pupil with understanding why they are missing their breaktime and what they could have done differently.

For serious cases of inappropriate behaviour, a member of staff may deem it necessary to issue an instant consequence card, rather than moving through the full monitoring system. Such instances would be discussed with the Principal/Leadership Team to ensure the pupil has been treated fairly. An example of this would be starting a fight or swearing at a member of staff. It is the responsibility of the member of staff issuing the card to record this on CPOMS and inform class teachers.

## Inclusion Support

After issuing a consequence card, if the pupil continues to disrupt the lesson, the class teacher can radio for involvement from the Inclusion Manager by saying 'Inclusion Support in YXX'. If the Inclusion Manager is not able to support at that moment, a member of the Leadership Team will support. The pupil will be removed from class. The Inclusion Manager/Leadership Team at this point will take over the recording and reporting to parents.

## Recording and Reporting

All incidents of negative behaviour are recorded on CPOMS – 'Stop and Think' and 'Warning' cards are recorded without a description. Where a pupil has been issued with a consequence card, it is the class teachers' responsibility to inform parents and record this discussion, along with the reason for issuing a consequence card on CPOMS.

Where a class teacher has noticed an increase in a particular pupil gaining a 'stop and think' or 'warning' card then it is the class teacher's responsibility to inform parents and record the discussion on CPOMS.

## Monitoring

Lowedges Junior Academy wants every pupil to succeed and sometimes some pupils will need additional support with their behaviour in order for them to succeed. The Principal and Inclusion

Manager meet on a weekly basis to discuss any behavioural concerns. Where a pupil has gained more than one 'consequence card' or 'warning card', 'stop and think card', further interventions may be put in place. These may include:

- A sticker chart / reward chart
- A report card
- Support from external professionals.

Whenever any of these further interventions are to be put in place, this is conducted alongside parents/carers via a discussion about their child's behaviour in the academy.

Where additional intervention has been put in place but still a pupil persists in not following the academy golden rules and shows unsafe, disruptive or persistent disruptive behaviour, the following interventions (serious sanctions) can be used in order to best support the pupil, whilst maintaining all other pupils and staff safety.

## **Serious Sanctions**

### **Internal Isolation**

Isolation is only used as a sanction when all other strategies have been in place but not succeeded. Through discussion with the Inclusion Manager or Leadership Team, if it is felt that a pupil will modify their behaviour through time spent in isolation, appropriate arrangements will be made for this in order to prevent suspension or permanent exclusion. Any incidents of isolation are to be discussed with the Principal and recorded on CPOMS in order that the frequency of the sanction can be monitored. Staff at the academy are mindful that the use of this sanction is pupil-dependent – for some pupils, the use of this sanction could escalate their behaviour and create unsafe situations.

### **Suspension / Permanent Exclusion**

The Principal can decide to issue a suspension from the academy or in the most serious cases, a permanent exclusion if a pupils behaviour is disrupting other pupils' learning and /or where they display unsafe behaviour towards others.

## **Dealing with Racist / Sexist Incidents**

Lowedges Junior Academy wants everyone to feel included, respected and safe in the academy. Any verbal abuse, which includes name-calling and sexist comments will not be tolerated.

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, the academy will:

- Record the incident on CPOMS using the proforma.
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if there is a repeat of the incident, inviting the perpetrator's parents/carers to a meeting with the Principal.

Racist incidents are always investigated by the Principal upon receipt of racist incident notification from CPOMS. All incidents of a racist nature are reported by either staff or pupils, no matter how trivial they may seem. All parties involved in the incident are spoken to as the basis of an investigation. Parents of the victim and perpetrator are informed immediately of the incident and the actions taken are then logged as an action to the incident on CPOMS. A formal meeting with parents will be called



for any pupil who is spoken to on more than one occasion about racist behaviour.

It is standard practice in the academy that perpetrators involved in a racial incident are spoken to about the seriousness of their actions and as a consequence, receive a minimum of a consequence card (which amounts to missing their break the following day to spend some time reflecting on the inappropriateness of their actions with the Inclusion Manager/Leadership Team).

The RSHE curriculum educates pupils about what healthy and respectful behaviour towards one another looks like. Staff are trained to identify such behaviours and as incidents arise, information will be shared through briefings in order to update staff about the prevalence of such incidents in the academy and measures in place to address this.

Please see the Equality Policy for more details.

### **Bullying**

Any forms of bullying will not be tolerated at Lowedges Junior Academy. If any cases of bullying arise, either alleged or confirmed, will be dealt with in the same way. Staff will investigate all allegations of bullying and keep parents / carers of both the perpetrator and victim informed and records kept on CPOMS.

Please see the anti-bullying policy for further information.

All enquiries regarding behaviour, including complaints should be made to Lindsay Jones, Principal, Lowedges Junior Academy