

Behaviour and Relationships Policy



1. Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

Rationale

Our policy for managing pupil behaviour is based upon Assertive Discipline, restorative practices and we are committed to developing a trauma and mental health informed approach.

“Young people need the structure and guidance that appropriate classroom expectations and rules provide. When students learn to behave responsibly, their self-esteem rises and their motivation to achieve increases”.

Lee Canter, founder of Assertive Discipline

It is our aim to maximise the protective factors of school by creating an environment of safety so all feel secure and valued that has strong positive and supportive relationships at its heart. We recognise that behaviour represents an unmet need. We use Zones of Regulation to enable our children to verbalise how they are feeling with strategies to move themselves back to 'green'.

2. Main Principles of Assertive Discipline (AD)

AD aims to teach pupils to choose responsible behaviour and in so doing raise their self-esteem and increase their academic success. AD is based on clear expectations, consistent follow-through and positive relationship building. The belief that teachers have a right to teach and pupils have a right to learn is the key and is empowering to all concerned.

3. The assertive teacher

Canter defines this person as "one who clearly and firmly communicates his/her behavioural expectations to their pupils, and is prepared to reinforce their words with appropriate actions". Assertive teachers constantly seek out the positive in their pupils. Teachers aim to: "Catch them being good".

4. Aims of our AD / Behaviour Management Policy

- To raise academic & personal achievement
- To make boundaries of acceptable behaviour clear
- To establish a calm, purposeful and happy atmosphere within the school
- To establish increasing independence & self-regulation so that each pupil learns to accept responsibility for their behaviour
- To have a consistent approach to behaviour throughout the school
- To gain the cooperation & involvement of parents/carers

5. Our school is a place:

- Which belongs to all of us and where everyone has a right to feel that they can learn / play, teach, manage, lead
- Where we all learn to work together
- Where people will listen to us and be polite to us
- Which is free from vandalism and harsh words/actions, where we feel safe and where the buildings, equipment and our own belongings are cared for.

6. As a school we value:

- Teaching and learning
- Working hard, and achieving to the best of our ability
- Cooperation
- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being kind
- Helping others
- Self- discipline
- Courtesy
- Facing up to the consequences of what we do.

7. We will not tolerate:

- Rudeness
- Bullying
- Lying
- Name-calling
- Answering back
- Violence
- Dishonesty
- Discrimination or prejudice of any kind.

8. Responsibilities

As a community we all accept that we all have responsibilities - children, teachers, parents and carers.

(i) Children's Responsibilities

- To work to the best of their ability and allow others to do the same
- To treat others and their work with respect
- To follow the directions of all adults that work in the school
- To make appropriate choices
- To take care of property and the environment in and outside of school
- To be on time and not waste time in school.

(ii) Staff Responsibilities

- To treat all children fairly
- To provide challenging, relevant and stimulating work

- To use rewards and consequences clearly and consistently
- To challenge unacceptable behaviour whenever it happens.

(iii) Parents and Carers Responsibilities

- To support the school
- To help their child/children come to school every day and on time
- To come to meetings, such as SEN reviews
- To take an interest in their child/children's learning and give support in any way they can.

9. A Classroom Discipline Plan

A system which allows the teacher to clarify behaviours which are expected from pupils and what they can expect from the teacher in return. The aim of the plan is to have a fair and consistent way to establish a safe, orderly, positive classroom in which teachers teach and pupils learn. The plan consists of the three parts:

Rules that pupils must follow at all times

Supportive Feedback (rewards) that pupils will receive for following the rules

Corrective Actions (consequences) that result when pupils choose not to follow the rules.

(i) Classroom Rules (each class follows the school rules but also negotiate agreed class rules).

- Walk in school
- Keep hands feet and unkind words to yourself.
- Respect yourself, each other and the school environment.
- Follow the directions/instructions of all adults in school.
- Use quiet voices inside school and no voices when it is time to listen.

(ii) Supportive Feedback

Children will be given attention and recognition for behaving well.

If we make Good Choices we get Supportive Feedback:

- Verbal recognition (specific)
- A smile!
- Thumbs up
- Dojo points and or call / speak to parents/carers
- Achievers Certificate
- Sent to Year group partner /Key Stage Leader / DHT / HT for praise.

(iii) Consequences

Children deserve structure and need limits and boundaries. Children will not be allowed to disrupt or misbehave without showing them we care enough to let them know their behaviour is unacceptable. Pupils will learn that inappropriate behaviour carries with it very real consequences. These consequences are:

- Reminder
- Time out
- Longer time out

- Time out in another class (during COVID restrictions this is replaced by a phone call to HT /DHT)
- Letter home
- Sent to Head/Deputy- contact parents
- Exclusion internally
- Exclusion

Severe clause

The 'severe clause' covers two possible scenarios:

- 'Serious flashpoint' incidents of misbehaviour such as fighting, vandalism / destroying property, defying a teacher / refusing, physical/verbal abuse of child/teacher. In these cases, children are sent immediately to the Head, Deputy or a Senior Colleague.
- Persistent disruptive behaviour that has a negative effect on teaching and learning. In these cases the Head, Deputy or other senior teacher will become involved at an earlier stage. In addition to this, a phone call to parents is made.

Before issuing sanctions, and if the behaviour is off task but non-disruptive, teachers use various pupil management techniques, for example:

- Eye contact
- Gesture
- Proximity
- Supportive feedback to a pupil nearby

External exclusion of Pupils

Decisions relating to fixed-term (suspension) and/or permanent (expulsion) exclusion are taken by the Headteacher, in discussion with colleagues, following a very thorough investigation of the circumstances surrounding the incident in question, with full regard for and in line with the DfE Guidance on Pupil Exclusions.

Special Educational Needs

Should a child's behaviour over time raise concern it will be considered with parents/carers whether they may need to be placed on the Special Educational Needs register. At this stage a behaviour support plan is written with the child and shared with parents/carers. This is reviewed termly (see SEND policy). A Behaviour plan and risk assessment is carried out where necessary. For these children reasonable adjustments are made, additional adult support and resources would be directed towards the child and the involvement of outside agencies when needed.

Monitoring

The policy is reviewed regularly by senior staff in school. All incidents recorded are monitored by the senior leadership team on a termly basis. Exclusions and racist / homophobic incidences are reported to Governors on a termly basis.

Linked Policies and Documents

- Anti-Bullying Policy
- Positive Handling

- SEND policy
- Safeguarding policy
- Home-School Agreement
- PHSE Policy
- DfE Exclusions Guidance (copies in school, & also available online at TeacherNet).

Equality Statement

A disability equality assessment has been carried out on the policy and the guidance contained in it. Implementing this policy ensures that the same opportunities are provided to all pupils and supports Equality and Diversity.

Reviewed: Spring 2022

Next review: Spring 2023

S.Robson