

St Thomas à Becket Church of England Federation

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Uckfield
East Sussex
TN22 5LL



Framfield C.E. School
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ADOPTED 25 JUNE 2019

REVIEW JUNE 2020

Relationships and Behaviour Policy: Framfield Church of England Primary School

Our Vision is to raise the aspiration of all pupils to “Be the Very Best they can Be”, through providing an engaging and Christian environment alongside an exciting broad and balanced curriculum striving to develop the skills, attitudes and Christian values of the whole Federation Community to face the new challenges of the 21st century with confidence.

Contents	Page
Introduction	3
Aims	3
Whole School Approach to Behaviour Management	4
Recognition of Achievement, Building Relationships and Positive Behaviour for Learning	4
Sanctions	6
Pupils with Special Educational Needs	8
Review	8

Introduction

Good relationships and behaviour are essential to effective learning. In order to continue to raise standards and ensure that all pupils have an equal opportunity to fulfill their potential, pupils are taught in a secure, orderly, organised and appropriate environment. The ethos of the St Thomas à Becket Church of England Federation (which is referred to as the Federation in the rest of this document) is based on Christian principles, which embrace mutual trust, respect, encouragement, praise, care and consideration for others. There is a positive learning environment, which promotes overall development intellectually, socially, physically, morally and spiritually.

In order for pupils to make rapid progress in their learning, behaviour for learning is expected to be of the highest standard in all lessons. We know that parents want to be informed of their child's successes in making good relationships and behaving well and when their child may need more support in these areas. At Framfield School we endeavour to consult with parents/carers when reviewing our policies and to keep parents well informed about their child.

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." Matthew 7:12

Aims

We aim to:

- Respect for one another, property and the environment.

"Worthy are you, our Lord and God, to receive glory and honour and power, for you created all things, and by your will they existed and were created."
Revelation 4:11

- Foster good relationships in an atmosphere of harmony and co-operation.

"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." John 13:34-35

- Recognise individual needs and personal value. As a Federation we have legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs.

"As it is, there are many parts, yet one body." 1 Corinthians 12:20

- Provide a consistent approach and fairness.

"Again I saw that under the sun the race is not to the swift, nor the battle to the strong, nor bread to the wise, nor riches to the intelligent, nor favour to those with knowledge, but time and chance happen to them all." Ecclesiastes 9:11

- Create a positive climate where there is greater emphasis on praise for appropriate behaviour than on sanctions; although pupils are encouraged to take responsibility for their actions and to realise there are consequences when poor choices are made.

“We proclaim how great you are and tell of the wonderful things you have done.” Psalm 75:1

- Encourage high standards through enthusiasm, encouragement, high expectations and raising self-esteem.

“I can do all things in Him who strengthens me.” Philippians 4:13 4

- Prevent bullying. (See also Anti-Bullying Policy)

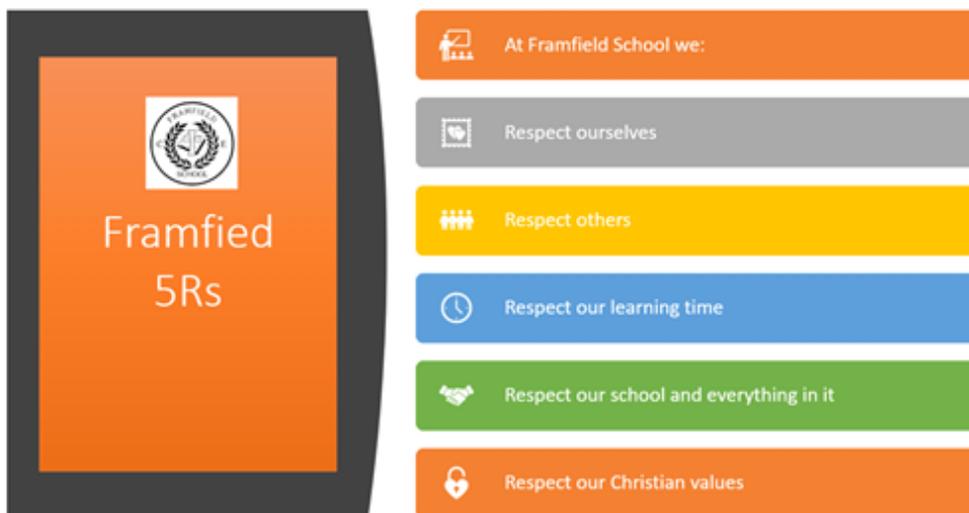
“So be strong and courageous! Do not be afraid and do not panic before them. For the Lord, your God will personally go ahead of you. He will neither fail you nor abandon you.” Deuteronomy 31:6

Whole Approach to Behaviour Management

At the Federation we do our best to deal with pupils in a positive way and try to be fair and consistent in our approach to dealing with individual incidents. All members of staff in the Federation have a responsibility towards supporting the Relationships and Behaviour Policy. This includes Teaching Assistant, Lunchtime Assistants, Governors and Parents/Carers.

Recognition of Achievement, Building Relationships and Positive Behaviour for Learning

In our school, we use the Framfield 5Rs to make our expectations Explicit. The 5Rs are referred to frequently and consistently within our community.



All pupils belong to a House to learn to work as a team and are awarded house points for effort, achievement, success, and positive character traits/actions. House Points and good work are celebrated at the end of each week in a Share and Praise or Celebration Assembly.

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Framfield CE Primary School Certificate of Achievement

Congratulations to

For:.....

.....

.....

Date..... Signed.....

At Framfield School we:

Respect ourselves

Respect others

Respect our learning time

Respect our school and everything in it

Respect our Christian values

In addition, individual achievement is also recognised through different award schemes, including:

Class Rewards

In every class, Teachers and pupils decide upon their next class reward which is displayed in the classroom. Any member of staff can reward a 'marble' for an individual child, group of children or the whole class demonstrating one or more of the Framfield 5Rs. Once the class has earned 100 marbles, the whole class participates in the Class Treat.

100 Marbles

Our next class treat is:

At Framfield School we:

Respect ourselves

Respect others

Respect our learning time

Respect our school and everything in it

Respect our Christian values

Email to Parents/Carers

Members of staff may choose to recognise the behaviour of individual children by sending an email to parents/carers which will describe the child's behaviour with reference to the Framfield 5Rs.

Let's Celebrate
(Insert name of staff member here - you'd like to congratulate)
(Insert name of pupil here) for excellence in upholding the school's 5Rs.

At Framfield School we:

1. Respect ourselves	
2. Respect others	
3. Respect our learning time	
4. Respect our school and everything in it	
5. Respect our Christian values	

(Add additional comments here if required)

Please take the time to share this message with (insert name of pupil here)

Golden Table

In the lunch hall, members of staff award 'Golden Tickets' to individual or groups of pupils demonstrating good lunchtime behaviour. The tickets are collected together and one is drawn from the box during the weekly celebration assembly. This table becomes the 'Golden Table' during Friday lunchtime. They come into the lunch hall first, the table is decorated and fruit juice supplied to accompany the children's lunch.

Sanctions

Emphasis is placed on motivating each child into self-discipline and independence. Pupils are reminded that they are in control of their behaviour and of making associated decisions. This choice naturally has consequences which each pupil needs to be aware of.

Behaviour Chart Systems

In every class, there is a behaviour chart displayed. In KS1, images of the sun, rainbow, cloud and thunder cloud are used; in KS2, a series of 'emojis'. All children start the beginning of the day and after lunch in the neutral position on the chart. If a child is not demonstrating one of the 5Rs, they will be given a verbal reminder. If the pupil continues to demonstrate inappropriate behaviour, their name will be moved down the behaviour chart. If the pupil reaches the final level on the chart, they will be given a sanction of missing their next 15-minute break time during which they will be supervised by a member of the teaching staff who will ask them to reflect on their inappropriate behaviour and how they might behave differently. Teachers will keep an accurate record of each playtime detention and these records will be reviewed by the teacher termly to identify any pupils that need additional support with behaviour.

Emails to Parents/Carers

Where a child is involved in a significant one off event (e.g. where another pupil is injured) or where a child has been involved in a number of negative behaviour events, teachers may choose to send an advisory email to parents/carers. The email will advise the parent/carer with reference to the 5Rs. Depending upon the nature of the incident or the number of incidents, the email may ask parents/carers to talk to their child, arrange to meet with the Class Teacher within a few days or contact the Class Teacher the same day.

Serious Incidents

In the event of a serious incident e.g. in which someone gets injured or in the case of physical aggression to another pupil, members of staff must report the incident to their Headteacher and a First Aider. Details will be logged in the school's Incident Book. Depending on the seriousness of the incident a more detailed report may be required.

Playtime Sanctions

- Quiet verbal warning which outlines what has gone wrong and how it could be put right.
- Time out - 5 minutes standing at the side of the playground.
- Pupil referred to the Teacher via an incident slip given to the Teacher at the end of playtime / lunchtime.
- Any incident of physical aggression will result in a period of absence from the playground for reflection.
- In the event of continued unacceptable behaviour or repeated bouts of physical aggression over a period of time, parents/carers will be informed and if necessary a pupil will be excluded internally or suspended at lunchtimes.

Repeated Misbehaviour over a Period of Time

- Parents/carers will be informed and a Behaviour Record/Contract sent home on a daily basis.
- Exclusion from classroom may be considered.
- Exclusion from the playground may be considered.
- Should behaviour continue to be a problem, support will be requested from the County Education Support, Behaviour and Attendance Service (ESBAS) and any other appropriate external agency.

Leaving School Premises

If a pupil leaves a school within the Federation's premises without authorisation the police will be informed. Parents/carers will be contacted.

Extreme Behaviour

- A pupil will be sent to their school's Headteacher.
- Contact with parents/carers will be made.
- Pupil will be internally excluded and warned of the consequences of any further extreme behaviour.
- Parents/carers will be informed of all actions taken.
- After 3 episodes of physical aggression or any form of physical or verbal aggression towards a member of staff or repeated internal exclusions (X 3), exclusion from the school within the Federation will be considered.

What is an Internal Exclusion?

- This is an opportunity for pupils to reflect on the consequences to themselves and others of their behaviour.
- A pupil will complete work set within their school by themselves – either in the classroom or in another area.
- The pupil will be supervised.
- The pupil will not join pupils for breaks or lunchtime, but will have the opportunity to get fresh air and exercise under supervision at another time.
- An internal exclusion will be the first step in dealing with any behaviour considered extreme, including that of consistent refusal to co-operate.

There may at times be pupils who exhibit behaviour which is consistently challenging as a result of a number of issues. As an inclusive Federation, we are robust in supporting all pupils whatever their circumstances, and strategies over and above those cited in this document will be developed to do so; these may include behaviour support plan, referral to support agencies and personalisation of the curriculum.

Pupils with Special Educational Needs

Other than in the most exceptional circumstances, the Federation will avoid permanently excluding pupils with statements of special educational need. LEA and other professional advice will be sought should any such situations arise.

Please refer to the Federation's Exclusions Policy.

Review

This policy will be reviewed as it is deemed appropriate, but no less frequently than annually. The policy review will be undertaken by the Federation's Headteachers and the Governing Body's Policies Working Party.