



Fitzjohn's Primary School

Behaviour and Relationships Policy

for children, parents, carers, staff and governors

Reviewed: September 2023

Next Review Date: September 2024

Mission Statement:

To provide an environment where everyone can succeed

We want all children and their families to feel welcome and involved at Fitzjohn's Primary School.

Because we see education as a partnership between home and school, we have written this policy so that all of us – teachers, parents, carers, pupils, and the governors can work together to improve behaviour, attitude and standards of learning. Good behaviour and good discipline are essential if effective teaching and learning is to take place.

The school mission statement and aims are dependent on good behaviour; this booklet explains what we expect of children and adults, the ways in which we work to achieve our aims, how we act when things go wrong and the liaison needed between home and school if we are to succeed.

Parents, children, governors and teachers have all contributed.

We hope you find it useful.

AIMS FOR BEHAVIOUR AT FITZJOHN'S PRIMARY SCHOOL

1. To teach children to think about their behaviour and to learn self control.
2. To give children the chance to make decisions about their learning and play so they can learn about responsibility and independence.
3. To teach children politely and fairly so that they learn to be polite and fair.
4. To teach children to respect other people, their property, beliefs and feelings.
5. To praise and reward good learning, behaviour and attitudes. We will always reward improvement.
6. To involve parents in all aspects of school life, including their children's behaviour.

FITZJOHN'S PRIMARY SCHOOL RULES

We have rules to make the school a fair and safe place for all children. We try not to have too many and to explain those we do have to the children. Our school rules are based on the principle that teachers have the right to teach, children have the right to learn, and that all children can behave well. We have rules to help us provide an environment where everyone can succeed. All classes begin the year agreeing a code of conduct for their classroom; the following rules apply to the whole school community.

We treat each other as we would like to be treated	<i>We do not hurt other people or other people's feelings</i>
We think carefully about the words that we use towards other people	<i>We do not use rude words or name call</i>
We help each other to be safe	<i>We do not fight or hurt people</i>
We listen carefully	<i>We do not call out or interrupt</i>
We always try our best and make sure that others can too	<i>We do not waste our own or other people's time</i>
We look after things	<i>We do not damage school or personal property</i>
We are honest	<i>We do not mislead or try to cover up the truth</i>
We move quietly and calmly around the school	<i>We do not shout or run</i>

CHILDREN CAN EXPECT STAFF:

1. To listen to them and to hear their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have misbehaved.
5. To ensure their environment is safe.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground well.
10. To trust them and to care about them equally.
11. To treat them as individuals and to take an interest in their lives.
12. To see each day as a fresh start.

STAFF CAN EXPECT CHILDREN:

1. To be polite - to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.
2. To listen to adults and each other in lessons and in assemblies and to consider each other's feelings.
3. To walk about the school quietly and calmly.
4. To take a positive role in all classroom activities and to try as hard as they can.
5. To wait their turn to talk to members of staff and to each other.
6. To value each other's learning.
7. To learn and play co-operatively with each other.
8. To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to").
9. To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
10. To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
11. To care for the school and its equipment and to report any damage or graffiti they see.
12. To feel responsible for giving a good impression of themselves and the school both within and outside the school.

REWARDS AND SANCTIONS

REWARDS

Most children at Fitzjohn's Primary School behave well and respond to positive encouragement. In addition to praise we also reward by:

- Children being given House Points;
- Children being rewarded with a Values token;
- Children having a special mention in the Values assembly;
- Showing their learning to other staff or the Headteacher, or going to see them for extra praise. Learning may be kept to display in the atrium;
- Showing their learning to the rest of the class or the school in assembly;
- Being given 'special jobs' or responsibilities e.g. running messages for the Headteacher;

- Members of staff letting parents know how pleased we are;
- Stickers or stamps for good learning;
- We do not use food (such as sweets or biscuits) as a reward. However, food may be used in a celebration event such as an end of topic “feast”.

It is very hard to get rewards right; some children are always good, do lovely learning and behave well and do not need these incentives as they have self-discipline and motivation. We try to give this special attention too. Our main aim is to improve children’s attitudes and achievement. We will always reward improvement, however small and whatever the starting point.

SANCTIONS

The majority of children respond to a simple telling off. For those children who find it hard to behave or who consistently challenge our rules, we have a framework of sanctions, referred to as the ‘sanctions ladder.’ This is shared with all staff so there is a consistency of approach across the school.

This sanction ladder is displayed in each classroom and a similar one is used at playtime. More detailed versions are available to staff and are used alongside ‘examples of behaviour at each level’ and ‘language to use when using the behaviour ladder’ to make decisions about how to respond to inappropriate behaviour. (see appendix A)

A notebook is kept in the medical room where playtime staff record ‘level 2 or 3’ behaviours so that children’s behaviour can be monitored over time. Teachers have a similar book in their classrooms in their Safety and Behaviour file. If a child is frequently recorded in these books and there is little evidence that the child is responding then meetings will be arranged involving the class teacher, Headteacher and parents.

Exclusions

In cases of extremely bad behaviour or if there are no responses to all our previous strategies, children will be excluded from school:

To cool off – perhaps for the rest of the day;

For a specific number of days (a fixed term exclusion);

Permanently (a permanent exclusion).

We will also exclude children from outings if this is where the problem lies.

Exclusions are very serious and we hope to avoid them by home and school working together. Any type of exclusion is made known to our Governors (we may arrange meetings with the Governors prior to a possible exclusion) and it is recorded in the child’s file, which goes on to secondary school. Parents have the right to appeal against an exclusion.

We follow Camden’s exclusion policy with regards to excluding pupils.

Children with Particular Needs

Some children with very specific difficulties find it hard to behave. If a child’s behaviour gives cause for serious concern we can give additional support in school to try to put it right. We can also, but only with the agreement of parents, seek the assistance of, for example, the Primary Learning Support Service, the Education Social Work Service or the Educational Psychologist.

PARENTS AND CARERS

It is inevitable that parents/carers will, on occasion, disagree with their child's teacher, with a school policy or even feel generally unhappy with the school's methods or performance. Parents/carers are entitled to these views and to pursue their concerns with teachers and/or the Headteacher. It is however not conducive to good child-school relationships for children to see and hear adults openly criticising the school and the teachers.

There are procedures – both informal and formal - for pursuing concerns and complaints which the Headteacher and other senior teaching staff will be able to explain. A copy of the school's Complaints Procedure is available from the school office.

Fitzjohn's has a legal duty of care to all of its staff, pupils, parents, carers and other stakeholders. They all have the right to feel and be safe and secure throughout the school. Staff are entitled to carry out their duties without fear of abuse or aggression. We expect parents and all visitors to the school to respect this.

We also expect parents/carers to demonstrate respect for the school and its staff both in and outside the school.

PARENTS/CARERS CAN EXPECT STAFF:

- To make time available to speak to them
- To be polite and well mannered
- To listen to their concerns and opinions
- To listen with an open mind and genuinely try to understand each other's points of view
- To deal with their concerns
- To respond to their concerns and opinions
- To work with them to find a solution to a problem
- To treat them fairly

STAFF CAN EXPECT PARENTS/CARERS

- To be polite and well mannered
- To listen to their professional opinions and thoughts
- To respect their professional opinions and comments
- To listen with an open mind and genuinely try to understand each other's points of view
- To understand and respect the fact that this is the staff's working environment
- To not interrupt teaching sessions
- To work with them to find a solution to a problem
- To be supportive of the school in front of their children
- To treat them fairly
- To respect their right to privacy

PARENTS/CARERS CAN EXPECT OTHER PARENTS/CARERS:

- To be polite and well mannered
- To treat each other with respect

Verbal, written and Electronic Communication

We expect all forms of communication to be clear, correct, courteous and timely when communicating with any member of our school community. This includes staff

communicating with parents, parents communicating with staff and parents communicating with each other.

Parents should be aware that responses to emails may not be immediate.

The policy

This policy outlines the steps that will be taken where unacceptable behaviour is demonstrated by a parent/carer:

Some examples of unacceptable behaviour:

- Shouting/swearing at school staff or other parents, either in person or over the telephone.
- Physically or verbally intimidating a member of staff.
- Physically or verbally intimidating another parent.
- Using aggressive hand gestures and body language.
- Racist, sexist or homophobic comments.
- Telling off another parent's child or shouting at a parent about their child instead of reporting the child's behaviour to a member of staff.
- Being openly critical about a staff member, another child, parent or the school in general both within the playground or in the direct vicinity of the school (such as on the street outside).

Procedure

Our school expects and requires its staff to behave professionally in difficult situations and to seek to defuse the situation where possible. They will ask the individual to leave the premises or to invite them into a room away from other people. Incidents will be reported to the head or deputy head teacher who will seek to resolve the situation through discussion and mediation.

Parents will also be referred to the Fitzjohn's complaints procedure where appropriate.

However, where there is a refusal to cooperate, parents may be banned from the school premises, again in line with the LA's guidance. In some circumstances, the LA may take the lead in authorising the removal of a person believed to be causing or permitting a nuisance or disturbance and itself bring proceedings against them.

In extreme cases, incidents will be reported to the police and the school may prosecute under Section 547 Education Act 1996 or the Protection from Harassment Act 1997.

The LA or police can also seek an anti-social behaviour order under the Crime and Disorder Act 1998 in respect of anyone aged 10 or over who has acted in an anti social manner (a manner which caused or is likely to cause harassment, alarm or distress) where it is necessary to protect others in the same area from repetition of similar behaviour.

Prior to any ban the following steps will be taken:

1. A meeting will be arranged with the parent/carer.
2. Where an incident leads to a ban, the parent/carer will be informed in writing. They will be directed to the relevant sections of the school complaints procedure. They will be informed of what will happen if the ban is breached.
3. The Chair of Governors will be informed of the ban.

4. Where an incident has led to a ban, the LA will be informed and it may be reported to the Police.
5. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.
6. In some circumstances parents may wish to consider moving their child to another school.

Fitzjohn's School will take action where parent/carer behaviour is unacceptable and where the harmony and ethos of the school and its reputation within the wider community is threatened. The school will not hesitate to exercise its right to ban parents, with appropriate support from the LA, with a view to safeguarding the school community in the best interests of all stakeholders.

STAFF

Staff must adhere to the Staff Code of Conduct and Staff Relationship Guidelines which clearly outlines the school's expectations.

SOME WAYS THAT PARENTS CAN HELP

1. Read and support this policy. Let your child know the standard of behaviour you expect – and how hard you expect them to learn.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps the rules when they are with you in school or on an outing.
4. Help your child to be on time and to remember anything they need for school (book folder, instrument, swimming kit, etc)
5. Check for and read the newsletter via email and online.
6. Make sure your child gets a good night's sleep on 'school nights'. It is essential for good temper and concentration. Monitor the amount of TV watching and computer time and look out for violent and/or sexually explicit content.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child, but bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.
11. It is our job to discipline children in school. We would ask parents not to intervene with another child's parents or with another child, but to report the matter to us in school.

OTHER RULES WE ASK PARENTS TO SUPPORT

- Children should not bring money into school. (Except for trips, dinner money etc.) If you have to bring money or other valuables, then give them to your teacher. Please do not bring spending money when going on school trips – we do not visit the shops.
- Sweets, chocolate, crisps, nuts, fizzy drinks and gum are not allowed – even in packed lunches or when going on a trip.
- Morning and afternoon snacks should be fruit or vegetables only.
- Please do not send nuts or products containing nuts into school.
- No toys in school without specific permission. (Younger children may bring toys in for show and tell).
- Mobile phones and electronic items must be given to the class teacher to keep safe at the start of each day.
- If children bring in collecting cards/collecting games etc then they are responsible for them and they can only be played with out of lesson time.
- No jewellery may be worn, except stud earrings. No make up should be worn or brought to school.
- Every absence must be covered by a note, telephone calls or personal visit to the class teacher or school office. Without this contact it will be recorded as 'unauthorised'.
- No smoking on the school premises.
- No dogs on the school premises.
- Please leave the site quickly at the end of school so that clubs and teachers can begin their after school work.

No Swearing and violence

We believe that swear words and violence are unnecessary and run contrary to the Mission Statement and aims of the school.

The use of swear words and violence is taken very seriously at Fitzjohn's. If a child swears or hits/kicks another child in school then the Headteacher is informed and the child's parent/carer is telephoned immediately so that they can discuss the matter with their child when the child returns home.

Contacting Parents/Carers

When appropriate (for example when children have been involved in a fight or act of aggression) the school will contact the parents/carers of all of the children involved. All forms of communication will be clear, correct and courteous.

Appendix A

Sanction Ladder for Playground

Step 1	Level 1 behaviour	First warning
Step 2	Level 1 behaviour continues Or Level 2 behaviour	5 minutes on Time Out bench
Step 3	Behaviour continues	10 minutes on Time Out bench
Step 4	Behaviour continues Level 3 behaviour	Sent to Deputy Headteacher
Step 5	Behaviour continues	Sent to Headteacher who speaks to parents

Sanction Ladder for Classroom

Step 1	Level 1	A gentle reminder
Step 2	Continuation of behaviour from previous step	First formal warning
Step 3	Continuation of behaviour from previous step Level 2 behaviour	Moved within class Miss 5 minutes of play
Step 4	Continuation of behaviour from previous step	Moved to another classroom Miss all of playtime Parents contacted
Step 5	Continuation of behaviour from previous step Or level 3 behaviour	Sent to Headteacher or Deputy Headteacher

Step	Behaviour	Sanction
1	Level 1	Reminder of expected behaviour and that behaviour is a choice that can have consequences
2	Continuation of behaviour from previous step	First formal warning
3	Continuation of behaviour from previous step Level 2 behaviour	5 minutes loss of play time. Reminder recorded in behaviour book. Child isolated within own class for thinking time.
4	Continuation of behaviour from previous step	Reminder recorded in behaviour book. Child isolated in colleague's class Loss of playtime Class teacher contacts parents on same day to inform them of specific behaviour and how it affects learning. If possible the child should be present to explain their own behaviour. In many cases this can be done as parents collect children or after school by phone.
5	Continuation of behaviour from previous step Or level 3 behaviour	(or serious behaviour as defined previously) Loss of all play times that day. Child sent to Head teacher, Head teacher to agree targets with child for the rest of the day and following day. Head Teacher contacts parent by phone and asks child to explain behaviour. Parent informed of school sanction and asked for support at home
6	Second visit to the Head Teacher HT to contact parents and invite to join a meeting with HT, class teacher and child. Action plan to improve behaviour will be agreed and written down. Daily monitoring begins for 2 – 3 weeks Consequences of unacceptable behaviour agreed. Monitoring reviewed with parents, teacher, child	
7	Third visit to Head (following completion of monitoring period) and within 12 school weeks of the previous stage SENCO contacts parents to arrange meeting with parent, class teacher and SENCO. Targets for improvement agreed and nature of monitoring. Every effort is made to engage the child in wanting to achieve the targets.	
8	Fourth visit to Head (following completion of 2nd monitoring period) and within 12 school weeks of the previous stage. HT contacts parents asking them to make themselves available at all times to collect their child if poor behaviour persists.	
9	Fixed term exclusion considered	
10	Permanent exclusion considered	

Examples of behaviour at each level:

<p>Level 1</p> <p>wasting learning time minor disruption to a lesson eg; by talking during listening times, touching others, distracting others... failing to respond appropriately to a request or instruction from any member of staff, Not listening, Talking when you should not be, Shouting out, Making fun of people/mimicking, Drawing or doodling when you should not be, Climbing on objects outside, Pulling hair or touching others unkindly, Singing/ humming, Sulking when being spoken to by an adult, Rocking on your chair, Wearing clothes inappropriately, Blaming others or not owning up Not lining up properly, Distracting others, Use of bad manners Getting out of seat when you should not, Squabbling, Making silly noises, Encouraging others' poor behaviour, Winding others up Pushing tables, Spitting on the floor, Climbing trees</p>
<p>Level 2</p> <p>Name calling, Pushing people on purpose, Answering back, Angry outbursts, Flicking water in the sink area or toilets, Lying, Blocking up the sinks or toilets, Throwing things in the classroom, Threatening behaviour, Swearing, Vandalising others' property, Dangerous play Ignoring instructions, Refusal to complete learning, Throwing food, Lashing out in anger and hurting someone, Acting inappropriately when being told off, Arguing with a member of staff</p>
<p>Level 3</p> <p>Racism Fighting – beyond normal rough play (eg; kicking, punching, biting....) Abuse towards staff or peers Persistent disruption of play or learning and teaching Refusal to cooperate Vandalising school property</p>

Language to use when using the behaviour ladder

Step 1

A gentle reminder which might be a look, a verbal reminder, a gentle touch, etc.

Step 2

If low level behaviour continues then a clear, calm warning of the consequences of continued inappropriate behaviour can be issued: 'Maria, if you choose not to get on with your learning you will be choosing to *move your name to the sad side of the board*. Now finish the paragraph thanks'.

If the behaviour continues then the sanction must be applied: 'Maria, you have chosen to move your name to the sad side of the board. Finish your work now, thanks.'

The child has the chance to move their name back through good behaviour – in the case of the example by finishing their learning.

Step 3

The child is moved to the *reflection table* or a quiet space in the classroom. A discussion of the child's behaviour must take place in the child's own break time.

Example of use:

Finally, if the child still continues then a clear, calm warning of the consequences of continued inappropriate behaviour can be issued: 'Maria, you are continually choosing to ignore what you are being asked to do so if you do not stop shouting out you will be choosing to move to xxx.'

If the behaviour continues then the sanction must be applied: 'Maria, you have chosen to move to xxx. You must show me that you have thought about what you must do before you can rejoin the class.'

When the child is behaving appropriately then they can return to their place and their name is put back on the happy side of the board.

Additional action needed at this step:

1. The child will lose 5 minutes of their play time.
2. The child must complete any unfinished learning in their own time.
3. The teacher must inform parents if this stage is reached 3 times within a week or the class teacher feels that they need to. The teacher must make a record of this in the behaviour book.

Step 4

If the child is not using the quiet table sensibly then it will be treated as high level behaviour (refusal to accept punishment).

First they will be choosing to be sent to the link class to think about their actions.

The teacher needs to think about how the child is sent out. They should not be sent out by themselves.

If the child is calm they should be sent with another child to the link classroom.

The child must go to the link classroom:

In the link class the child must complete their learning. When the child has completed their learning satisfactorily and are willing to listen to instructions then they can return to their class and their name is put back on the happy side of the board.

Action needed at the step:

1. The child must miss all of their playtime.
2. The teacher must make a record on the weekly behaviour return sheet as it is high level behaviour.
2. The steps for high level behaviour with a 15 minute thinking time must be followed and the teacher must inform parents.

However, do not send agitated children out of the room with other children. It is appropriate to send for an adult to escort them. If a child refuses to leave the room then the following people can be used to help: teaching assistants, deputy Headteacher and Headteacher.

If the class teacher feels it is an extreme situation they should send a child out to collect the Deputy Headteacher or Headteacher.

Step 5

Sent to Headteacher or Deputy Headteacher.

"Maria you have chosen to continually ignore what you are being asked to do. You have chosen to be sent to the Head/Deputy. Please go there now and explain to him what has resulted in you being sent there."

Fitzjohn's Primary School

Staff Relationship Guidelines

Integrity is important. We will achieve this when we do the following:

1. We greet each other;
2. We praise each other and share our successes;
3. We define problems and look for a possible solution – We don't moan;
4. In the face of difficulty we remember that we are part of a team – colleagues are there to support us through good and bad;
5. We are honest – we don't say one thing and think another;
6. We make agreements that we intend and are able to keep;
7. We presume honourable motives – We remember that in the school context, decisions are made in the best interests of our children;
8. We give ourselves time to listen and think;
9. In conflict, we talk directly and privately to the person we have a problem with – We don't gossip;
10. We forgive and let go.

Why am I here?

Name: _____

Date: _____

Class: _____

Describe the incidents that have led you to being here:

Which rule did you break?

Describe how your behaviour is going to change so that you are not sent here again:
