

Vernon Park Primary School: Behaviour and Relationships Policy (September 2024)

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

We aim to make our school a safe and friendly place where children are valued, nurtured and encouraged to thrive. We believe that by constantly modelling and maintaining high expectations for behaviour, manners and positive relationships to all children and adults, we will establish a happy and desirable community. The encouragement of respectful behaviour by the whole school community (including children, parents, staff and governors), is the most effective means of developing a positive community. When mistakes are made, the focus for discussion is on the harm done and not the rule broken. The consequences for actions that have harmed others prioritise the repair of harm done and reassert our school values. Sanctions are only used where absolutely necessary and as appropriate.

Our school expectations are:

- Be kind and helpful
- Be polite and respect everyone
- Look after our school and everything in it
- Have a growth mindset
- Be the best you can be

Expectations of Behaviour

'Respectful, Responsible and Restorative' are the key themes that underpin our philosophy for behaviour at Vernon Park Primary School. Our school values are central to both the day-day life of Vernon Park and our broad and balanced curriculum. These values are:

- Kindness and Empathy
- Friendship and Respect
- Honesty and Responsibility
- Tolerance and Fairness
- Support and Inclusion
- Challenge and Resilience

Expectations for behaviour are discussed at the start and throughout the year in Circles, with clear boundaries and aims agreed between classes and their class teacher. This enables the children to feel ownership of their class expectations, which are set out in their class charter and based around the school's rules.

Expectations are:

- Positively stated
- Inclusive
- Consistently applied
- Displayed for all to see and share
- Collectively agreed and upheld

Rewards

We recognise that children respond more positively in their learning and behaviour to praise than sanction; we aim to provide opportunities to celebrate academic, pastoral and sporting achievement for everyone.

Class reward systems are consistent throughout the school. Positive learning behaviour is given high status through establishing a whole school behaviour system which is monitored through the use of Class Dojo and SIMS. Every pupil in school has their own avatar on their class profile, where immediate rewards can be recorded and evidence kept to track their learning journey. Positive learning outcomes are also encouraged and recognised through the Class Dojo system. Agreed learning and behaviour skills are rewarded and promoted in every lesson and by every adult, ensuring that all pupils are familiar with high expectations. Dojos are also given for sporting achievement and reading at home. Areas to develop are also monitored,

but the emphasis is on positivity, reward and opportunity to succeed. Families are invited to join each class' Dojo classroom and communication between home and school via the platform cements relationships and ensures high expectations are held by all.

Achievement is celebrated by children working towards achievement points: bronze (50 dojos), silver (100 dojos), gold (150 dojos), platinum (200 dojos) and diamond (250 dojos) certificates will be given out during weekly celebration assemblies to ensure children hold achievement in high status and have goals to work towards. Each half-term, the pupil with the most accumulated dojos in their class, along with the children who have been awarded the second and third highest dojos, are celebrated in a special assembly: certificates and prizes are given on the first day of the new half term (with the exception of Summer 2, where prizes are given out in the last week of term).

Whole School Strategies (including playtime and lunchtime)

All strategies, including quality first teaching, aim to promote a Restorative Approach:

- Use of Circles to discuss key restorative skills of listening, emotional literacy, empathy, open-mindedness, growth mind-sets and conflict resolution.
- Discussion of issues and themes which form part of the school's PSHE programme of work, encouraging children to develop skills to promote independent problem solving, metacognition and to learn coping strategies.
- All classes display and follow their class charter. They celebrate success and explain sanctions.
- All staff use the themes of the Restorative Approach. They are all trained in using the key questions, which have been shared with families, when dealing with any incidents and daily occurrences.
- The three simple questions are:
 - *What happened?*
 - *How did you feel?*
 - *How can we make it better?*
- The longer script for more serious incidents:
 - *What happened?*
 - *What were you thinking when it happened?*
 - *What did you feel inside when it happened?*
 - *How are you now?*
 - *Who else has been affected?*
 - *What do you need to feel better?*
 - *What needs to happen to put things right?*
- Classrooms are organised to develop independence and personal initiative. Materials and resources are arranged appropriately. Resilience and developing a growth-mindset are promoted.
- Teaching methods encourage metacognition, enthusiasm, collaboration and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Weekly assemblies celebrate successes, including behaviour, effort and personal achievement.
- School ensures that staff have up to date Team Teach training.
- All staff have regular Restorative Approaches training and emotional intelligence and wellbeing are part of the school ethos.

Restorative Approaches to challenges

As a restorative school, we believe that facilitating children to build and maintain positive relationships in all walks of their life is key to their emotional well-being, safety and ability to thrive and learn. We aim to recognise that children will inevitably make errors in the development of their behaviour, just as we accept that mistakes in academic learning are part of natural development. Our responsibility as a school is to

provide a safe environment where children are guided towards managing and correcting their own mistakes. We encourage children to take on the responsibility for their own academic and behavioural learning and strive to ensure that this resilience and independence is fostered in all areas of their development towards being responsible, reasonable and happy people.

Errors in the development of children's behaviour are supported in different ways, depending on the nature of the incident. We work with our children through our restorative practices to ensure they are empowered and responsible for the happy community of our school. We understand that children will need guidance and support to develop, but maintain an overarching fundamental duty to promote positive British Values.

- Falling out and disagreements during playtimes or lunchtimes, are supported by our 'Restorative Champions' (pupils in KS2 who receive additional training to undertake their responsibilities).
- More serious incidents, bullying and verbal abuse are referred to a member of staff, who is trained in using Restorative Approaches. This is recorded on SIMS and parents will be informed if a formal restorative meeting has taken place; there may also be follow-up meetings in the following weeks. All formal restorative conversations are logged securely on SIMS and monitored.
- All staff actively support our children in understanding and making the right choices. We have a Pastoral Manager to support children and families in school and with home behaviour and relationship challenges.
- When there has been a serious incident, the Head Teacher or another senior member of staff, is informed immediately and they will contact parents. Such incidents may include: fighting, stealing, running out of school, racist, homophobic, discriminatory, cyber or any other form of bullying, drug-related or sexually explicit incidents, hitting, physical and aggressive verbal threats to children, adults, and significant damage to property.
- When appropriate, we seek advice and guidance from outside agencies for additional strategies to approach and support behavioural learning. We support children who present with high needs on an individual basis.

Serious incidents will be considered on a case-by-case basis, and may lead to a fixed term suspension or permanent exclusion.

Procedures

Learning Time/ Assembly Time/ Playtime/ Lunchtime procedures (agreed by all staff) are on an escalating scale:

- 1 A verbal warning is given with the intention to help everyone understand how the behaviour choice has affected others in a negative way.
- 2 During learning time, a negative dojo is applied to the area for development: children are given opportunities to repair damage and earn back their lost dojo.
During playtime and lunchtime, a five-minute reflection time is needed in Reflection Areas with RA Champions or a member of staff: children are given an opportunity to repair damage and restore the relationships and may then continue playing.
- 3 If the negative behaviour persists, the child is asked to move to work/sit/play in another place and must miss 5/10 minutes of their free choice at playtime by remaining with the adult on duty outside. During this 'think time', children are expected to reflect on a solution for the situation. If unacceptable behaviour occurs at play time, lunchtime or assembly time, the class teacher must be verbally informed. The behaviour will be logged on SIMS, a more formal restorative conversation is undertaken by the original adult, and parents are informed.
- 4 Further misdemeanors result in the child moving to a more serious consequence. The behaviour will be logged on SIMS, a more formal restorative conversation is undertaken and parents are informed.

The child will be asked to see a member of SLT (Head Teacher, Deputy Headteacher or Assistant Headteacher) and if appropriate a meeting with the Pastoral Manager will take place. If the continued behaviour occurs during learning time, the child will move to another classroom/area with work to complete. If appropriate the child may work away from all peers. If unacceptable behaviour occurs at play time, lunchtime or assembly time, the class teacher must be verbally informed and behaviour logged on SIMS.

During all occasions, we focus on repairing the harm done as opposed to apportioning blame. Restorative Conversations are part of our philosophy and both alleged perpetrator and victim are given the opportunity to discuss their thoughts and feelings. Children are encouraged to self-manage their behaviour and to suggest and agree with any consequences. The focus is placed firmly on understanding what led to a problem and how to repair the relationship and children are encouraged to develop emotional intelligence, empathy and community spirit.

In cases where individual children experience difficulty with behaviour in school and little progress in modifying their behaviour is noted, the child will need to be considered for a specific program of behaviour support, or work with the Pastoral Manager or Inclusion Service. In these circumstances a My Plan and/or an Individual Behaviour Log will be kept identifying an achievable target, which will be shared with parents. For further information on SEND and behaviour procedures, see the 'School Offer' on the school website.

Parent Partnership

We give high priority to clear communication within the school and to a positive partnership with parents. All parents are asked to sign the Home/School Agreement upon admission and the Behaviour and Relationships Policy will be shared with all stakeholders and is available in the Policy Section of the School Website. The school will communicate high expectations to families. Where behaviour is causing concern, families will be informed at an early stage, and given an opportunity to discuss the situation and be part of the supportive process. Any further disciplinary action will always be shared with families.

Suspensions and Exclusions

Individual fixed term suspensions will be for the shortest time necessary. Vernon Park will provide work to be completed at home. Longer suspensions will be issued in response to very serious incidents. Permanent exclusion is the most serious sanction the school can apply. This will be in response to situations where the harm to school, its pupils, staff or community, is complex and requires a more serious consequence. Only the Head Teacher may make the decision to suspend or exclude a pupil.

The decision to suspend or exclude a pupil will be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school.

Unacceptable behaviour that may result in suspension/exclusion include but are not limited to:

- Physical assault;
- Verbal abuse/threatening behaviour;
- Bullying;
- Discriminatory (including against the 9 protected characteristics) abuse/ harassment;
- Sexual abuse/misconduct;
- Damage/theft;
- Drug and alcohol related incidents;
- Persistent disruptive behaviour;
- Carrying an offensive weapon.

In the event of a suspension, a Restorative Meeting will be offered to the family during the reintegration meeting in order to repair and restore any harm caused.

Care and Control

The school adheres to the Stockport Local Authority Care and Control Guidance 2014. (See guidance under policies on the school website). Team Teach guidance for physical handling will be followed when appropriate.

Recording and Reporting of Incidents

All restorative meetings are documented in the school's recording system on SIMS.

The reports that the school sends to the Local Authority are listed below:

- Accident/Incident Report form (RIDDOR) - the school is required to complete a form following a reportable accident or incident resulting in injury that occurs in school, and return a copy of the Health and Safety Team at the Local Authority.
- Suspension Notification Form – a suspension notification form is completed and signed by the Head Teacher following every exclusion issued. This is sent to the Education Officer (Inclusion) at the Local Authority, who monitors all exclusions, notifies other relevant services of exclusions where appropriate, and produces annual statistics on the number of exclusions in the borough.
- Hate Incident - this report form is completed and returned to the Local Authority's Inclusion Support Team following every incident of a racist nature that occurs in school. The form does not identify either the victim or the perpetrator of the incident (RMStaff/VPPHateIncident/HateIncidentReportForm-Sep18). These are reported to Governors termly.
- Physical Intervention Reporting Form - a report form from the Care and Control Guidance is completed and kept securely in school. A copy is returned to the Inclusion Support Officer at the Local Authority (RMStaff/VPPTeamTeach/PhysicalInterventionReportingForm-Blank).
- Information submitted to the LA is password protected (Vernon1) and kept under the retention guidelines.

Monitoring & Reviewing

Any behavioural needs are discussed during weekly briefing meeting with all staff, as appropriate. Additional informal discussions can be held with staff at any time, which may inform planning or classroom management.

The Behaviour and Relationships Policy is reviewed annually, with all the staff and Governors having an opportunity to contribute to discussions.

Every term, the members of the Senior Leadership Team meet with class teachers for Pupil Progress Meetings to discuss the wellbeing, progress, attainment and behaviour of the children in each class.

Pupils, parents, staff and Governors will be consulted about any proposed changes to the published documents.

Reviewed: 5th September 2024

Next review: September 2025