

St Helen's Church of England School

Behaviour and Relationships Policy

Introduction

We believe that our behaviour and relationships policy should enable children to develop an understanding of **community** and **living well together**. We believe that every member of our school community should feel valued, respected and treated as an individual.

St. Helen's Vision

LOVE - LEARN - SERVE

We teach children to **love** first;

We show children how to forgive and how to reconcile.

We aim to inspire children to **learn** with joy, curiosity and enthusiasm;

And to strive for excellence in all they do.

We hope for children to develop the aspiration to **serve** and make a positive difference in the world.

To have the compassion to care and the courage to act.

Central to this vision is the expectation that ALL members of the school community at St. Helen's Church of England School will model and display high standards of behaviour and treat other people as they would wish to be treated, in accordance with the Golden Rule:

Love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength... and LOVE YOUR NEIGHBOUR as yourself. (Mark 12:29-32)

Our Behaviour and Relationships policy is designed to support the way in which all members of our school community can **live well together**. It aims to develop an environment in which all children can **flourish** and achieve their full potential.

There are many elements to this, but we believe that through a positive and supportive framework for praise and sanction, we will enable pupils to:

- develop discipline, confidence and delight in seeking wisdom and knowledge, and develop talents in all areas of life.
- Understand healing, repair and renewal, cope wisely when things go wrong, open horizons and guide people into ways of fulfilling them.
- focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- learn the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Through the implementation of this policy, we believe children will grow in a safe and secure environment, developing **positive values** and **habits**.



We aim to recognise positive social, conduct, and learning behaviours and believe that this recognition is the most valuable form of reward. Our approach is designed to encourage these behaviours, rather than to deter less positive habits.

What this looks like in practice:

Rewards and Sanctions

We recognise positive values and habits through specific praise, communicating this to pupils using awards linked to our Collective Worship Values. These awards are placed directly into the childrens' blue contact diaries, raising the profile of both the diaries and the awards and improving awareness of the values for parents and families. These same values will also form the basis for rewards given during Achievement Assembly.

Except for in the case of children requiring Individual Behaviour Plans (IBPs), inappropriate learning, conduct, and social behaviours are addressed using the behaviour flowchart, which provides a script to ensure that issues are dealt with in a calm, consistent and fair manner by all members of the school community. All instances of red cards being given **MUST** be recorded on CPOMS and parents notified using the behaviour reflection sheet. (see appendix) These sheets must be returned to school and kept in Class Files in order to track patterns of behaviour. Children will also be expected to meet with the Head Teacher to discuss their behaviour and its consequences.

To ensure consistency, **NO** ad hoc. rewards or sanctions should be given, except in the case of pupils with Individual Behaviour Plans.

Forgiveness and Reconciliation:

Incidents of inappropriate behaviour will be dealt with according to the flow chart. (see appendix) Children will be given time and space (and support if necessary) to reflect on the causes and impact of their actions using a behaviour reflection sheet (see appendix) Where appropriate, the affected parties will be asked to be a part of this reflection process. Children will then be asked to take part in restorative actions, appropriate to the nature of the incident. These may include a formal written apology or undertaking tasks that benefit the school community.

Signed

Edward Johns / Robyn Fisher

Joint Chairs of the Local Schools Committee

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Version History

Version	Date Issued	Brief Summary of Change	Owners Name
0.1	07.12.2018	New Policy	Claire Lewis