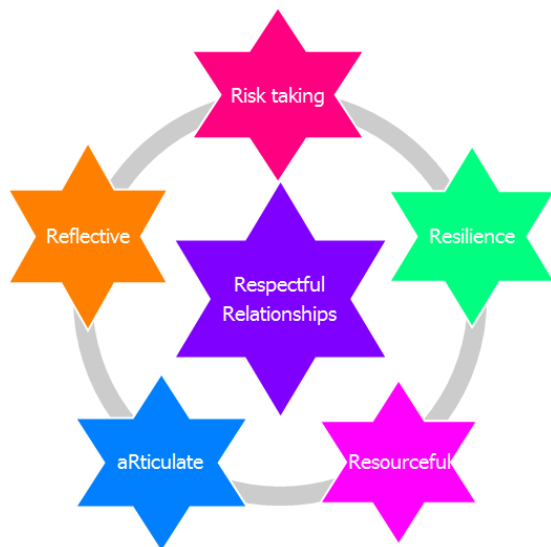


Dear Parents

We would like to share with you a summary of our behaviour and relationships policy. A full copy is available on the school website or a paper copy can be made available on request.

This policy is regularly reviewed and has been developed as a result of discussions with pupils, staff and Governors.

Our behavior policy is based on promoting children to be displaying our school values at all times. These are:



Kind Regards  
Emma Vincent  
Executive Headteacher

### Aims

Our school policy reflects the Essex approach to understanding behaviour and supporting emotional well-being. This is known as Trauma Perceptive Practice (TPP). It is built on the values of compassion, and kindness, hope, belonging & connection. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated well and fairly. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. We would hope that the values learned here will be carried by our children into their next school and onto adulthood. The full policy explains this relational behaviour model in more detail.

Each class has its own agreed class charter based on the United Nations Convention on the Rights of the Child which promotes our school rules and our values. The children are involved in writing this at the start of each school year, with regular reviews.

This policy works alongside our class charters and school values as a means of promoting good relationships so that people can work together in an effective and considerate way.

We use the terms 'expected' and 'unexpected behavior' with the children to highlight expectations.

### Rewards for Expected Behaviours

We expect all children to demonstrate positive behaviours and to embody our school values (6Rs). These are displayed in classes and around the school. Specific teaching takes place each term to reinforce these values and to remind children what these look like in our school setting. **Children will be verbally praised for displaying the 6Rs in their learning and through play.**

Other ways our values will be reinforced and linked to positive behaviour:

- Weekly star assembly - each class will choose two children each week who have demonstrated a range of/a particular R through that week. These children will receive a certificate to take home.
- Value stickers – these can be awarded by any member of staff if a child is 'caught' displaying an 'R' at any particular time;
- Senior leader praise- children can be sent to a senior member of staff to be praised if they have displayed learning behaviours/behaviours over and above that expected;
- House groups – children all belong to a house group. Children can earn house points for great learning. These are collected weekly and shared in assembly;
- Class rewards – each class/teacher can collect points/marbles (anything of teacher's choice) towards a whole class reward. These are achieved when the whole class has demonstrated excellent behaviour.

### Use of Consequences for Unexpected Behaviours

At our school we accept and understand behaviour as a learning process. We view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time.

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. At times a consequence could include the loss of playtime or restriction to certain play equipment.

Parents will be informed of any incident where a more senior member of staff has had to be involved.

In order to help the children fully understand the process of expected/unexpected behaviours and logical consequences, we use a structured, no shame, card system. This helps the children understand the seriousness of any unexpected behaviours:

**Blue 'unexpected behaviour' cards:** are issued for any low level repeated disruption. Children are given 5 minutes to show a change of behaviour and then the card is removed

**Yellow 'right to learn cards:** are issued if any unexpected behaviour continues. This will result in spending 10 minutes with an adult reflecting on what has happened and identifying change

**Red cards:** are issued for a serious breach of expected behaviours. For example; fighting, swearing, physical responses. In this instance, parents will be informed and an appropriate consequence actioned.

Repeated incidents which contravene the expected behaviours may mean that the school seeks advice from external agencies such as SEMH (Social, Emotional & Mental Health) team or the Educational Psychologist. This may lead to some children having an individual Adult Support Plan.

Please see the full policy for more information on use of detentions, confiscation and searching.

If property has been damaged then the school will ask parents to provide replacements.

Serious one off or repeated breaches of the School rules may lead to a suspension or permanent exclusion

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There is a separate policy on anti bullying

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### The role of parents

The school works collaboratively with parents so children receive consistent messages about how to behave at home and school. We expect parents to support their child's learning and to co-operate with the school. We will build a supportive dialogue between the home and the school and we inform parents appropriately if we have any concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences in instances of unexpected behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the classteacher. If their concern remains they should contact the Deputy Heads or Headteacher.

# RA Butler Academy



## Summary of our school's policy for behaviour September 2023