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Whole-School Behaviour and Relationships Policy

Our School Aim

At Frogmore Junior School our aim is to provide a safe and supportive environment where all learners:

- are motivated, engaged and ambitious in their learning
- aim high, challenge themselves and have a desire to reach their full potential
- are encouraged to respect themselves and others
- know their rights and are able to use the language of rights

In order to meet our school aim we need:

- To embed a secure understanding of the UN Convention on the Rights of the Child as a framework for developing self-awareness and the ability to use the language of rights in discussions around behaviour
- A calm, happy and purposeful learning environment with high expectations for children's work
- A supportive, nurturing environment where everyone feels safe
- High expectations of behaviour and learning
- All members of the school community to show respect for each other
- Parents and school to work together to ensure positive behaviour
- Parents to share the responsibility with the school to ensure their child behaves well
- Clear guidelines for children, staff and parents on unacceptable behaviour and the consequences for our actions
- A consistent approach to rewards and consequences by all adults
- Document behaviour and consequences using CPOMS*
- Behaviour to be managed through a focus on the positive and a desire to behave well
- Support in place for children who need extra help to manage their feelings and emotions in the same way as we would support for academic needs
- To help our children develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others
- To encourage staff, children and parents to value good behaviour
- To develop our children's self-discipline
- To help our children to feel good about themselves and others
- To encourage our children to co-operate with one another and with adults in the school
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

What we expect from our children at Frogmore

Every day we expect three things from every child, which are the foundations for all learning and behaviour

- Are you making the right choices?
- Are you trying the best you can be?
- Are you helping others?



The Rights of our Children

Being a rights respecting school means we put the children's right at the heart of everything we do. In doing so, we create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. We able to embed these values in daily school life and give children the best chance to lead happy, healthy lives and to be responsible, active citizens. (<https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/>)

Therefore:

- The best interests of the child is a top priority in all decisions and actions
- Every child has the right to express their views, feelings and wishes and to have their views considered and taken seriously
- Every child must be free to express their thoughts and opinions
- Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.
- Every child has the right to an education and discipline must respect children's dignity and their rights.
- Education at Frogmore must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Every child has the right to learn and to use the language, customs and religion of their family.

How will the adults in the school support our children to ensure behaviour is positive?

- There will be a calm and safe environment
- Children will have access to well-planned lessons
- There will be opportunities for children to talk about their feelings and they will be given extra support if needed to do this.
- Behaviour expectations and consequences will be explained clearly to all children
- Staff will know and respect the children's rights
- Children will be treated fairly and consistently

Whole School Approach

Staff and children have contributed to our school behaviour system and this ensures all children are motivated to make the right choices.

- At the beginning of each school year and regularly throughout the year, teachers and pupils will discuss expectations of behaviour, both in the classroom and around school. A Class Charter of Rights linked to UNCRC will be created in each class.
- Children must come to school ready to be the best they can be, to make the right choices and to be helpful and kind.
- Each class has a child friendly behaviour policy
- During the day, children can work to get onto bronze, silver or gold of the behaviour ladder. This could be for making the right choice by persevering with a challenge, helping others, doing their best, being a role model to others etc.
- Children who get onto gold by the end of the week, receive a certificate on the Friday afternoon to acknowledge their achievement and take it home to share.
- All children go back to white at the start of the next week.
- Behaviour is divided into yellow, orange and red behaviour, which has been shared with all children. See Appendix A
- Children will move down the ladder if they make a wrong choice after a verbal warning has been given. (discretionary)
- The school day is split into three; one before break, one after and after lunch. Each time, anyone who has made the wrong choice will go back to white. We believe giving children a 'fresh start' promotes and supports making the right choices.



Consequences

Our aim is that the behaviour strategy and positive feedback will avoid negative behaviours but when things do go wrong, consequences will be given. These begin at a verbal warning and would progress to exclusions for severe and repeated behaviours. Below are examples of potential consequences used at Frogmore Junior School

- Verbal warning and reminder of rules
- Moved to another seat
- 'Time In' another class or space e.g. working tables (year 3 to go to year 4, year 4 to go to year 5, year 5 to go to year 6 and year 6 to go to year 3)
- Loss of playtimes (part or whole) to reflect on behaviour choices. Movement breaks will still be given
- Contact with parents
- Verbal/written apologies
- Other adults informed including Miss Richardson, SLT and Mr McCarthy
- Withdrawal from clubs, trips, PTA events or sport events where you are representing the school
- Home-school behaviour books
- Internal exclusion
- Fixed-term exclusion
- Permanent exclusion
- Record behaviour using CPOMS*

Discriminatory Behaviour

This includes all forms of intolerant language choices.

Staff will inform the Executive Head teacher or Head of School and will log the incident on CPOMS.

The perpetrator will receive an internal exclusion if appropriate to the age and/or level of understanding of the child. Parents/carers must be informed. Should further incidents occur, a fixed-term exclusion will be imposed.

Cyberbullying

Please see the E Safety Policy

'Touch' policy

School employees have a 'duty of care' to the children, to other members of school staff and to the wider school community, including volunteers, SSB members and visitors to the school. In this regard, all school staff are authorised by the Executive Head teacher and SSB to establish occasional physical contact with a child in order to keep him/her or others safe. However, before using 'touch' staff are required to assess whether it is appropriate, reasonable and proportionate to do so under the circumstances.

For example;

- The use of touch to comfort or calm a child.
- The use of touch to reinforce specific praise or positive feedback to a child who is improving his/her behaviour after a warning.
- The use of reasonable force to prevent a child from causing personal injury to him/herself or others, and/or causing damage to property.
- The use of touch to provide intimate or medical care.



The use of force should, whenever possible, be avoided. However, there are occasions when force is necessary and if this occurs it must be used in a way which maintains the safety and dignity of all concerned. Schools owe a duty of care to their children and this requires that reasonable measures are taken to prevent harm. Any physical intervention should employ the minimum reasonable force. In any situation, a person should be able to demonstrate that any action taken was not based on revenge, retaliation or punishment. Physical Interventions must be reported to the Executive Head teacher, or Head of School and recorded within 24 hours.

- The adult should try to ensure that there is another adult to witness the physical intervention.
- Full details of the incident (including antecedents and responses) must be reported to the Executive Head teacher or Head of School immediately and recorded by all those involved (including witnesses) as soon as possible thereafter.
- Parents/carers must be informed and given a copy of the Physical Intervention Report

Confiscation

Items may be confiscated if they are banned by the school or are disrupting learning. A confiscated item will be securely stored until it can be returned to the child or to the parent/carer.

Powers to search

The Executive Head teacher and Head of School have the authority to search a child or his/her possessions, without consent, if they suspect the child has weapons, alcohol, illegal drugs or stolen items.

Covid-19

Frogmore Junior School is committed to ensuring the safety and wellbeing of all its children and staff. The school will refer to the Government guidance for education and childcare settings on how to implement social distancing and will continue to follow the advice from Public Health England on handwashing, wearing face coverings and other measures to limit the risk of spread of COVID19.

Additional health and safety protocols have been established and all members of the school community are expected to adhere to these. The school will adopt a risk assessment approach for anyone who forgets or does not adopt our safety protocols with age appropriate sanctions where necessary.

We recognise that some children may have suffered anxiety, bereavement or additional welfare concerns during this extended period of time away from school. Others may struggle to return to the routine of lessons and being part of a larger group. We have a pastoral team in place to support these children.

Children will be expected to:

- Stay at least 1+ metres apart from each other wherever possible;
- Use their own specific equipment (including resources) and not share any of these;
- Not share any food, drinks, cups or water bottles;
- Work, eat and play in our designated group and minimise contact with children from other groups (including in the playground, anywhere on the school site and on their way to and from school)
- Move around school as instructed by their teacher/adult and avoiding other people



- Never cough, sneeze or spit towards another person; catch all coughs and sneezes in a tissue and throw it away (catch it, bin it, kill it), then wash their hands
- Wash hands frequently (including whenever we are asked to), with soap and water for 20 seconds (e.g. by singing Happy Birthday twice) or with hand sanitiser if soap and water are not available.

It is essential that the children listen to and follow instructions at all times and adhere to the guidelines set by the government and the school. This is required inside school and outside during breaks and lunches. Any child who is unable to do this is risking the safety of themselves, other children and staff and we will ask parents to collect them immediately. A risk assessment will then be completed to determine whether it is safe to have the child back in school. If we deem a child to be unsafe to have in school, we will work with parents to arrange provision the child can access safely.

Behaviour beyond the school gates

Children who are wearing school uniform should demonstrate pride in their school and behave in such a way that makes them an ambassador for the school. If a child's behaviour puts the school's name in to disrepute, this could result in disciplinary action within school.

Equal opportunities

Please see Equal Opportunities Policy

Special Educational Needs

This policy applies to every member of our school community, however some children have specific behavioural and emotional needs that require personalised behaviour management programmes. In these cases, we follow the Local Authority's Code of Practice and liaise with a wide range of external agencies to help children overcome barriers to learning and ensure they have full access to the curriculum.

Our children have access to a variety of interventions including ELSA. Children are also fully included in the behaviour system but have their own bronze, silver and gold targets to ensure that they also succeed.



Appendix A

Behavioural Choices

YELLOW	ORANGE	RED
Unfinished/poor quality work that has been due to attitude or defiance	Repeatedly stopping other children's learning	Intentional harm to others
Ignoring requests/instructions	Repeated refusal to follow instructions	Continued refusal to follow instructions
Unkind words against others	Inappropriate language choices (written/verbal)	Discriminatory comments
Misuse of school property	Damaging school property/others' belongings	Serious and deliberate damage to school property or others' belongings
Unsafe behaviours E.g. Climbing on tables	Unsafe behaviour that can cause harm E.g. throwing an object	Serious challenge to safety, authority or learning
Low level disruption	Hurting others when feeling cross or angry	Purposeful hurting of an adult or a child
Leaving room without permission	Running around the school	Continued running around the school

A repeat of any of the following could result in moving further down the behaviour ladder.

*CPOMS is an online internal system for recording and monitoring safeguarding, behaviour, wellbeing and pastoral issues.