

# **CREST INFANT & NURSERY SCHOOL**



## **RELATIONSHIP AND COMMUNICATION POLICY**

**Person Responsible: Laura Jones**

**Date of this policy: May 2025**

**Date of the next review: May 2026**

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## **Our ethos**

This policy compliments and supports our whole school 'STAR' principles for our i.e.

(in child speak) We are:

**Altogether** (Addison Alpaca) – How we take our STAR values out in to the community

**Successful** (Sammy seal)

**Team work** (Temi turtle)

**Aspirational** (Adam ant)

**Respect** (Rocky racoon)

## **Behaviour for Learning**

We believe that every child and adult in our school community has the right to be a member of a learning community, a community which is a safe and secure environment without fear of prejudice, violence [including bullying], or discrimination. No child has the right to disrupt the learning of others.

We have high expectations and achieve this through agreed classroom and school rules, rewards and consequences. Through our behaviour expectations we aim to develop the individual's sense of responsibility, tolerance and understanding of themselves and others.

This policy provides the framework for the establishment of a safe and happy community, enabling all members of the school community to apply its principles fairly and consistently.

### **Aims**

#### **As a result of following this behaviour policy –**

All members of the school community – teaching and non-teaching staff, parents/carers, pupils and governors will work:

- ✓ To create a caring & concerned attitude throughout the school community.
- ✓ To provide a pleasant, stimulating environment for our children where they are able to articulate their emotions and feelings and understand why they have these feelings.
- ✓ To expect that all staff will treat each child fairly, respecting their individual rights and opinions.
- ✓ To help children to develop a positive attitude towards learning.
- ✓ To grow in each pupil a sense of identity, achievement and self-worth.
- ✓ To promote anti-bullying and anti-discriminatory practices.
- ✓ To promote the use of the school reward and consequences system.
- ✓ To ensure that each child is treated as an individual and consideration will be given to how the Behaviour policy is implemented with regards to their needs.

### **Objectives**

We believe that respect, honesty, fairness, co-operation and teamwork are the foundations of a successful school. As we have high expectations, it is important to reinforce good behaviour in a positive way, ensuring that each child's self-esteem and self-respect is preserved and developed. Both good and poor behaviour must be communicated to the parents or carers. Good behaviour will be encouraged, modelled and reinforced at all times. Children need to learn that every behaviour has a consequence, and each right has a responsibility. Personal discipline and self-control are very important and children must be encouraged and taught to accept responsibility for their own behaviour and to be personally accountable. All members of the school community – teaching and non-teaching staff, parents, pupils and governors will work towards the school aims by:

- ✓ Providing a well-ordered environment in which everyone is aware of the behavioural expectations.

- ✓ Children and adults are to be treated as individuals, showing respect for their rights, values and beliefs.
- ✓ Teaching the children about emotions and giving them strategies to cope.
- ✓ Fostering and promoting good relationships both inside and outside the school.
- ✓ Offering equal opportunities to all.
- ✓ Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- ✓ Rejecting all bullying or harassment in any form.
- ✓ Developing strategies to eliminate undesirable behaviours and applying consistently.
- ✓ Caring for the physical environment of the school.

### **Rewards**

Our aim is for our children to strive to be '**A STAR** learner' therefore we always aim to recognise achievement, whether this is for children's work, their contribution to class or for their behaviour. Good behaviour will be encouraged, modelled and reinforced at all times.

Children may be rewarded with:

- ✓ Praise – verbal praise or written in the form of a school postcard which is presented each week in Character assembly.
- ✓ Each week a child is chosen as the class 'Writer of the week', 'Mathematician of the week', 'Reader of the week' and work is displayed in the classroom and this is praised in class.
- ✓ We have the star and character education icons as a visual cue system in place (copies available for home use from the school office).
- ✓ Outstanding work, behaviour or character is addressed by the Headteacher for praise. The child receives a sticker and a mention in the Headteacher's golden book which is listed on the weekly newsletter.

### **Consequences**

We recognise that children will also occasionally need consequences for making inappropriate choices and we know that this is more effective where parents work with us as partners to support our learning ethos. Personal discipline and self-control are very important and children must be encouraged and taught to accept responsibility for their own behaviour and to be personally accountable. We acknowledge that this may be challenging for some children after Covid restrictions but our expectations remain the same due to safety and high expectations. Through our curriculum, character education ethos and pastoral support we will endeavour to support the children with school routines.

There are some general sanctions that will be used in school. We believe children must learn that poor behaviour has a consequence. Each child will be given opportunities to improve their behaviour i.e.

- ✓ Verbal correction and discussion of behaviour in private.
- ✓ Verbal reminders of expectation and our character ethos, with prompts for how the child can improve their behaviour.
- ✓ The child may be taught strategies to manage emotions more effectively, such as: breathing and relaxation techniques, a slow count to ten or positive affirmations.
- ✓ If behaviour continues to be negative then the child will be removed from class to have reflection time in the other class in their year group.
- ✓ Then alternative year group
- ✓ If a child is removed from class several times then their behaviour is reported to a member of SLT, where maybe a call to the parents will be made to discuss the behaviour.
- ✓ Class teachers will discuss prominent negative behaviour with parents at the end of the school day.
- ✓ Parents may be telephoned if this is part of a specific behaviour plan in place.
- ✓ Exclusion – internally
- ✓ Exclusion - lunch time, fixed time, permanent.

### **Staff Responsibility**

All staff in the school play a critical role in the implementation and reinforcement of this policy. The staff includes all adults who work in the school – teachers, learning support assistants, office staff, caretaker etc. All adults will use praise to reinforce good behaviour to achieve a working, friendly atmosphere where effective teaching and learning can take place.

The children will be treated with respect and kindness by all adults in school, even when a child may be struggling to adhere to the school ethos and behaviour policy. Adults are not expected to retaliate unpleasantly. Examples of good behaviour will be actively sought and praised, both to reinforce the behaviour and to send the message to others. We must look for the good in every child and publicly recognise it.

Procedures for providing children with opportunities to discuss appropriate behaviour:

- ✓ Conferencing with a senior member of staff.
- ✓ A programme of Character Education / PSHE set in a moral framework designed to promote mutual respect, self - discipline and social responsibility, with a clear focus on relationships and feelings.
- ✓ Circle time – an opportunity for open discussion held in class groups on a regular basis.
- ✓ A programme of religious education which includes ethical issues.

- ✓ A reminder of our expectations and our ethos through character education, are frequently revisited during the term.

### **Moving around the site**

Children should move around the school quietly with good walking. The children must come into school in a calm and orderly way from the playgrounds after lunch and playtime.

### **In the Playground (including lunchtime play)**

All members of staff – Teachers, Learning Support Assistants, Administration Staff, Caretaker / Cleaners and Volunteers must employ very similar strategies when managing children's behaviour.

This ensures that all children are treated fairly, according to their needs, and that they learn to treat all adults in school with respect, our underlying principle.

Adults in the playground must reinforce the core values of the school, for example, respect for one another, positive praise, building relationships and routines expected through the school.

Children at play are also learning about these values – it's just that it isn't quite so formally taught. However, expectations should be high, expected behaviours should be identified and complimented, unwanted behaviours should be deflected and pre-empted with all staff demonstrating through their own actions that the learning partnership is important to everyone.

#### *Possible Strategies to use:*

- Walk around the playground : monitor, praise and redirect behaviour.
- Identify children finding this social time challenging and provide prompt support.
- Talk to the children about interests—promoting their self-esteem
- Encourage, involve and teach children to play games.
- If possible, according to staffing, join in as partners in games

It is important that children are allowed opportunities to improve their behaviour and this will often be made possible through timely intervention that prevents higher-level unwanted behaviour.

There may be times, however, when an adult needs to reinforce standards of discipline in a more directive manner if a child has not responded to the positive behaviour strategies. Strategies that could be employed in these circumstances include:

- Talking to the child about the importance of the Golden Rules and making good choices.
- Watching and Observing the child – tell them, “Let me catch you making good choices”, relating these to our values.
- Encouraging the child to play with other / new friends.
- Encouraging the child to play with other activities / take turns
- Requiring staying with adult / holding hands.
- Using a ‘time out’ place for a set time period.
- As a ‘last resort’, bring the child in to school to see another adult.

### **In the Dining Area –**

The dining area is part of the whole school, thus all of the core values of the school need to be reflected in this large open, space.

In the ‘high pressure’ environment, for both children and adults, it is especially important to model how to behave, to develop relationships of mutual respect and to be mindful that many children need to be taught and reminded how ‘Dining at Crest’ operates.

For some children, the dining room will be an especially difficult place and unwanted behaviours may erupt without warning – for these children, like in the classroom and elsewhere, good pre-emptive planning will be important.

#### *Possible Strategies to use:*

- Teach / remind lining up in this large space.
- Teach / remind walking carefully – tell children why it’s important.
- Prompt / remind – children forget quickly this once per day situation.
- Teach / encourage / good table manners.
- Sit with small groups occasionally – chat / model expected behaviour.
- Be friendly whilst firm – be precise / descriptive with instructions.

Adopting a friendly stance will build relationships with children with this usually causing a greater degree of children doing as asked more quickly and remembering in future.

There may be times, however, when an adult needs to reinforce standards of discipline in a more directive manner if a child has not responded positively to the positive behaviour strategies. Strategies that could be employed in these circumstances include:

- Remind of correct behaviour.
- Keep in dining room longer than normal – loss of play / lunch time.
- Require child to show / practice the correct behaviour.
- Require child to sit in different place.
- Say you will discuss with class teacher – don't forget to do so.

### **Working in Partnership with Parents**

Crest Infant and Nursery School aims to work in partnership with parents/carers and will inform them when their child's behaviour is causing concern. It is important that children realise and understand that home and school are working closely together and that what they do at school effects home and vice versa. If poor behaviour continues it may be necessary to request assistance from a behaviour support service. Parents should be made aware that the school monitor low-level behaviours by recording any incidents in the class or individual log. This evidence is collected in order to build up a bigger picture of any strategies and support that have been provided to the child and also to help identify triggers / themes related to negative behaviours so that we are better able to pre-empt such difficulties and adapt school provision accordingly to meet need.

The school will always support parents/carers experiencing difficulties with their child at home and support can also be accessed through our Home School Support Worker.

We may also inform parents / carers of their child's good behaviour verbally, through postcards home or via the contact book and sharing Character stickers.

### **Extreme Behaviours**

In the event of

- serious fighting
- bullying behaviour, including racism
- bad language directed at an adult
- defiance and refusal to comply with an adult's request
- deliberately damaging the schools or other's property
- assault

The child should be sent immediately to the Head teacher. The parents will be informed and the incident will be noted as serious and logged in the serious incident file.



On rare occasions the Headteacher may feel that the formal process of exclusion should be used if a child is not responding to the normal strategies in place.

In the event of persistent serious unacceptable behaviour, an internal exclusion may be considered. This would involve the child being removed from their class to work in another or with a member of the senior leadership team.

It may be necessary to formally exclude a child either temporarily or permanently.

### **Exclusion**

Exclusion is an extreme step and will only be taken in cases where an incident of extreme seriousness has occurred and all parties need a period to consider the best course of action.

The decision to exclude either on a fixed term or permanent basis will only be made by the Headteacher (or the Deputy Head in her absence although every effort should be made to consult with the Head).

The most recent guidance from the Department for Education will be referred to when any exclusion is being considered or carried out. **Exclusion is always a last resort.**

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition  |
|------------------|---|
| Emotional        | Being unfriendly, excluding, tormenting                                     |
| Physical         | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial           | Racial taunts, graffiti, gestures   |

|                           |   |
|---------------------------|---|
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy on the school website.

### **Children 'beyond'**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SenCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

This policy should also be read alongside our 'Positive Handling and Use of Reasonable Force' policy.

## Appendix 1: Golden Rules

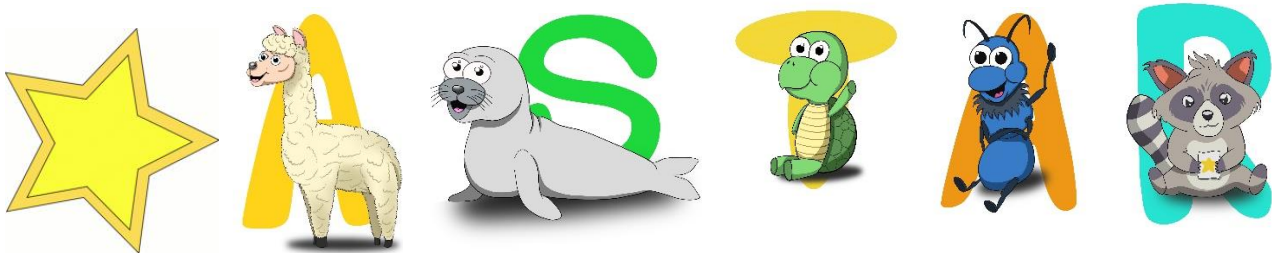
### GOLDEN RULES

- Be gentle.
- Be kind and helpful.
- Work hard.
- Look after property.
- Listen to people.
- Be honest.

## Appendix 3: A STAR recognition System



### A STAR recognition System – Whole School



Foundation stage – A Photo of each child will be put on a peg

KS1 – Children's names will be written on pegs

1. All children start with their peg on the star as we are all star learners.
2. Children and staff can move their pegs according to the virtue the child presents during the day (character icons)
3. Undesirable behaviour will result in a private verbal warning to the child and refer to the golden rules / character ethos – state the undesirable behaviour as a bad choice and guide children to identify a better choice.
4. If the behaviour persists and is increasing then the child is privately warned before being sent to their other year group class for 5 minutes reflection time.
5. Then alternative year group.
6. If behaviour continues when returned to the class then it is referred to a member of SLT.
7. If the behaviour continues after this a call home will be made.
8. If one child reaches three calls home in one week then the parents will be invited in to meet with the HT / SENCo to discuss next steps.
9. If the child does something that is above and beyond wonderful, then they visit the Headteacher, gain entry to the Golden book and receive a certificate.



## Crest Infant & Nursery School

### Diversity Impact Assessment

Policy Reviewed: Relationships and Communication

*We value diversity and we promote equal opportunities.*

**Diversity Checklist – Look at the main aims of the policy and the group it targets.**

|  | Yes (checked)/ NO (blank)           |
|--|-------------------------------------|
| Does this policy promote equal opportunities for all?            | <input checked="" type="checkbox"/> |
| Do all groups have the potential to be included?                 | <input checked="" type="checkbox"/> |
| Does the policy take into account our Accessibility Plan?        | <input checked="" type="checkbox"/> |
| Does it take account of and promote racial/cultural differences? | <input checked="" type="checkbox"/> |

On request we would offer the policy in:

different languages?

large print

Signed: 