

Relationships and Behaviour Charter



Live a life of love

Live a life of love, just as Jesus loved us' (Ephesians 5:2)

School Values: Love, Courage, Inspiration

At Witchampton First School, we are proud to be a loving, nurturing school at the heart of our community, where everyone can grow in courage and gain the skills and knowledge to flourish. Anchored in God's promise to "be strong and courageous, for the Lord your God is with you wherever you go" (Joshua 1:9), our Christian vision drives us to lay the foundations for an exciting future.

We believe children thrive in a happy, caring environment where every child is cherished as a unique individual made in the image of God. Our theological values of Love, Courage, and Inspiration—supported by our learning values of Respectful, Ready, and Engaged—guide us to achieve our best. By promoting high standards in teaching, learning, and behaviour, we foster a culture where all can live life in all its fullness (John 10:10).

All children will leave us with **Love** in their hearts, the **Courage** to succeed and the **Inspiration** to flourish in all they do. Behaviour will be taught, not controlled; analysed, not moralised so that behaviour becomes an internal, not external discipline. We will do this by creating respectful relationships that are curious about context, compassionate, calm and consistent.

Learning

To ensure children have every opportunity to fulfil our school values in the classrooms, we promote the Initio Learning Trust learning values of; **Readiness to Learn, Respectful Relationships and Engagement** and the Behaviour curriculum below is taught as part of everyday learning.

We believe that by promoting these values in class during learning, we have the environment needed to fulfil our School values of **Love, Courage and Inspiration**.

<i>Our children will learn...</i>	FUNDAMENTALS OF LEARNING (Attendance, citizenship/responsibilities, organisation, digital literacy, ambition and growth mindset.)	HUMAN CONNECTION (Inclusivity and tolerance, emotional literacy, communication, sense of justice, healthy relationships/principles of permission and community/environment.)
EYFS (Nursery/ Reception)	- the importance of coming to school. - what belongs to them and what belongs to others. - basic routines within a classroom environment. - about parental controls on phones/devices for their safety. - what an effective learner looks like. - that making mistakes is an important part of learning.	- what makes them and others unique. - to identify and understand basic emotions. - how to take part in discussions, negotiate and reason. - to have a growing awareness of rewards and consequences. - to turn-take and share. - how to identify a safe adult. - social cues and basic manners and work alongside a partner positively.
Key Stage 1 (Years 1 and 2)	- the benefits of regular attendance. - to self-correct their mistakes. - that the law is there to keep them safe and that it applies to everyone. - that everyone has a right to learn. - how to take care of their belongings. - routines within a table based learning environment. - how to conduct themselves appropriately online. - to be responsible for their own futures. - how to ask for help when needed.	- the prosocial language to manage conflict with peers. - explicit calming routines to manage emerging emotions (shame, guilt, aggression, hyperactivity). - how to undertake a restorative conversation with the support of a key adult. - the difference between mistakes and choices, understanding that all actions have consequences. - about personal boundaries as an introduction to healthy relationships. - to work collaboratively as part of a small group.

As a church school, our behaviour and relationships are rooted in an understanding of ourselves, others, community, and beyond. We know that staff and school visitors need to model the behaviour we expect. This is done in the following ways;

IDENTIFY the behaviour we expect
Explicitly **TEACH** behaviour
MODEL the behaviour we are expecting
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Behaviour types and consequences

We are clear about our expectations of behaviour and categorise behaviour in the following ways with the following consistent consequences.

Behaviour	What this looks like	Consequence
Pro-Social behaviour Examples of pro-social behaviour can be (but are not limited to): • Helping others with tasks • Lending equipment • Welcoming visitors • Showing kindness and love	Behaviour which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society.	Reward linked to school values in a celebration assembly.

Un-Social behaviour Examples of Un-social behaviour can be (but are not limited to): • Not following instructions • A lack of work in lessons • Not helping others when there is an opportunity	An unwillingness to behave sociably in the company of others, but not to the detriment of self or others. It can sometimes present as not doing as instructed, but not to the detriment of self or others. Examples of unsociable behaviour can be (but are not limited to):	Reminders from school staff Three reminders in one lesson = moved to a different location out of class for reflection. Further disruption in a single day = parents spoken to and missed unstructured time for a behaviour break
Anti-Social Behaviour Examples of anti-social behaviour can be (but are not limited to): • Persistent disruption of learning • Calling out repeatedly • Causing disrepute to the school • Bullying • Harassment / name calling	Behaviour that causes harm to an individual, the community or to the environment. It is characterised by behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of another person or is contrary to the laws and customs of society.	Reminders from school staff Three reminders in one lesson = moved to a different location out of class for reflection. Further disruption in a single day = parents spoken to. Anti-social behaviour may also result in Exclusion from the school.

Dangerous behaviour Examples of dangerous behaviour can be (but are not limited to): • Racist / homophobic/ sexist abuse • Physical violence • Wilful damage to property • Inciting violence in others • Child on child abuse • Persistent Bullying	Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility.	Restorative processes Time spent away from peers Loss of social times Suspension Use of a behaviour break Use of managed moves Use of alternative provision to improve behaviour Dangerous behaviour may also result in a Permanent Exclusion from the school.
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At Witchampton CofE First School we have a system for consequences, but we acknowledge that there may be some children who sit outside of any formal system and we will apply our knowledge of the CYP and their context when making decisions about consequences to ensure **equity**.

Small school, Loving hearts, Rooted in the community

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(Ephesians 5:2)

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