



Hemswell Cliff Primary School

Relationship and Behaviour Policy

| <u>Policy Information</u> | | | |
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| Status: | Statutory | Reviewed by: | Full Governors |
| Cycle of Review: | Annual | Policy Ratified: | September 2022 |
| Signed as accepted: | | | |

This policy, and the linked policies as listed below, are in line with the Governors' Written Statement on Behaviour.

Linked Policies:

Anti-Bullying

Managing Aggressive Behaviour of Parents and Visitors to school

Positive Handling

SEND/Inclusion

Safeguarding/ Child Protection

Aims

- To promote a consistent approach so that everybody in the school community is aware of the expectations.
- To provide a positive working environment in which teaching and learning can take place.
- To foster mutual respect and awareness of each other's needs.

Philosophy

We aim to create a safe, secure environment in which children and adults feel free to relate to each other in a relaxed, friendly, civilised way, safe in the knowledge that they are valued and respected, and will be listened to, and responded to, with courtesy. We cannot expect children to know instinctively how to behave: example is vitally important, and sometimes explicitly taught. Some children may not be aware that they are behaving in a way that is regarded as unacceptable by other children and adults. They will need to be told, sensitively, that their behaviour is inappropriate, and helped to change. We need to be aware of possible cultural differences. The whole school team: staff, helpers, parents/carers, Governors and children, shares in the responsibility of creating a school environment where the above aims can be realised.

The physical environment is important as we seek to surround the children with a clean, warm, well-maintained and organised school. Active steps will be taken to involve children in the creation and maintenance of that environment. The emotional environment is important as we seek to develop a caring relationship with them, helping them to develop good work and play relationships with adults and their peer group. We encourage a positive view of life and learning, seeking to praise and reward whenever appropriate. We also give the children the opportunity to exercise responsibility.

The active support of parents/carers is vital for the establishment and maintenance of good discipline. In any situation where we are concerned about behaviour we will always act 'sooner rather than later' and parents/carers will therefore be informed about poor behaviour at an early stage.

Governing Body: Full Governors

Review Date: Annual

Similarly, we would seek to encourage parents/carers to come to us with any worries they have regarding their child's behaviour. We feel that it is better to know of any worries early and at first-hand rather than letting a build-up occur.

Methodology

School rules to be shared and reviewed with the children:

We are gentle
We are kind
We work hard
We look after property
We are honest
We listen

The golden rules will be visible in the classroom and around the school. They will be referred to on a regular basis.

Rewards and sanctions should be made clear to all concerned.

Values Education and Caring 2 Learn principles are to be used as a way of encouraging the children to reflect on and to verbalise their feelings and to seek solutions to problems.

Values Education, Personal, Social, Health Education (PSHE) and Relationships Education are taught and embedded and is part of the ethos of the whole school – the use of time out strategies and The Snug will be encouraged to support children to deal with anger management issues and a time to reflect and begin to rebuild broken relationships.

Good behaviour is encouraged by a well-cared for environment and a well-ordered, positive learning experience. The staff should therefore:

- create positive relationships with all children,
- set clear expectations for children's behaviour,
- encourage children to set their own goals and maintain a sense of responsibility,
- establish consistent procedures,
- handle any misbehaviour quickly and calmly so that it does not encourage others,
- provide rewards through suitable comments and encouragement.

All teachers and support staff should be able to exercise their own experienced judgments as to the form of their response to disruptive and anti-social behaviour whether it is in the classroom or outside, but in exercising their judgment they should have regard to the general principles of the school. Reprimands should take place preferably at the time of the incident or at least soon afterwards so that the reprimand is both effective and meaningful. The aim of any reprimand should be to achieve immediate good order for the benefit of others. All staff should guard against over reaction, as this can lead to an escalation. Above all, the reprimand must be fair to those concerned. The humiliation and degrading of children should always be avoided. Punishment of whole groups for individual acts should if possible be avoided. Any ringleaders should be identified and dealt with separately.

Emphasising good behaviour

Good behaviour can always be acknowledged by a smile, a positive comment.

We should give attention for success not just misbehaviour.

Good behaviour should be celebrated at group, class and whole school level.

We need to ensure that all children experience success.

Allow children, whenever possible to take responsibility for themselves in their behaviour by, for instance, providing choice whenever possible.

Give children strategies to resolve their own conflicts, through the Restorative approach, so that children carry them out and reach a successful conclusion.

Encourage children to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Extrinsic rewards used include:

- Merit points
- Stickers
- Certificates
- Values Points

Responses to undesirable behaviour

All staff will be fair and consistent in their reactions to children who may exhibit aspects of undesirable behaviour.

It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child.

The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but because the child has broken an agreed rule.

Responses to undesirable behaviour should be as economic as possible. A stern look is often sufficient. It should not be necessary to raise the voice at the first stage.

Sanctions should be applied in an appropriate and consistent manner. Pupils may be denied part of their break or lunchtimes for a reasonable period of time, due to having time to reflect on their undesirable behaviour or making steps to rebuild relationships.

Pupils must not be denied access to specific areas of the curriculum, support must be put in place if certain curriculum areas become triggers.

It may be appropriate for a pupil to be given 'time out'. This may be within the classroom, just outside the classroom, in the Snug, or with another teacher for a while. Pupils should not be placed outside of the classroom in an unsupervised situation.

What we will do if a child misbehaves

We will ask them to stop misbehaving.

Where necessary we will discuss incidents with the children involved in order to establish the facts.

Where possible we will encourage children to try to resolve disagreements themselves.

We will encourage children to take responsibility for their own behaviour.

If a child makes an allegation of abuse against a member of staff, statutory guidance from the DfE will be followed. (See Guidance Publication – Dealing with allegations of abuse against teachers and other staff)

Rewards and Sanctions

It is 'vital that the majority of children who do behave are recognised by a systematic use of encouragement and material rewards'. Purposeful sanctions in place are clear, fair and manageable for those who misbehave.

Rewards and sanctions are discussed and agreed by all staff at the beginning of the school year. The whole staff must use this approach to encourage acceptable behaviour.

Each class has a Values display; where Values points are displayed. These points can be earned by the class for good manners, acts of kindness, friendship etc. Each class will collect Values points and on a Wednesday afternoon the points will be added up and added to the cumulative total. When the class reaches certain markers they earn a class prize. The class prize can be taken at any time agreed with the class teacher.

To encourage a sense of ownership children can vote Friday to Wednesday lunchtime for children they think deserve recognition. This may be for kindness, politeness, helping them with a task, or helping a friend. The person with the most votes will receive recognition of their good behaviour and a certificate in assembly.

At the end of the day the children's merits are stamped onto their merit cards. During a child's time in school children can progress through a system of merit cards, each card holding twenty circles to fill. Once they are filled children take their cards to Head teacher and receive a certificate for this merit card, they inform their class teacher of the prize they would like for earning 20 merits and the teacher organises that prize as soon as practicable. Parents/carers and children are welcomed to share achievement from outside school in Honours Assembly.

Children who misbehave follow the behaviour steps below

A warning will be given when the child will be asked to stop what they are doing and explained what will happen if they carry on. It is made clear what behaviour is inappropriate and which golden rule or value they are not following and what behaviour is expected e.g. please listen to others rather than making noises.

Children will then be given the choice to do as they have been asked or they will have to pay back the time later to do the work.

If the child continues, but are not seriously disruptive, they will be moved to another part of the classroom to complete their work, for example closer to the teacher or a table on their own. The child will need to pay back time lost that enables them to complete the work.

If a child becomes seriously disruptive; for example: shouting out, crawling around the classroom or throwing equipment then they will be asked to leave the class with an adult or an adult will help the child leave.

After appropriate time out the child will return to class once they have calmed down to complete the task they were asked to do. The child will need to pay back the time they were out of the class and make apologies where necessary.

Physical Intervention – See also Positive Handling Policy

All adults working in school are trained in Physical Intervention Strategies. On rare occasions it may be necessary for a child will be removed or escorted out of the classroom by an adult trained in physical intervention in order to maintain the safety and good order for all. If Physical intervention is required each incident will be recorded and parents/carers will be informed.

If physical intervention is required several times for one child a Physical Intervention Plan will be written and agreed with parents/carers.

Pay Back

Children will pay back any learning time missed to correct the wrong. This will be done if possible on the same day. If pay back time exceeds time available in school then school may use after-school time with parental consent. **It is in the best interests of all to start the next day with a clean slate.**

Staff will support the child through this time if needed and have restorative conversations with the child.

Lunchtimes

At lunchtime children who do not adhere to the school rules the following procedure will be followed:

- Warning
- 5 min time out a bench on the playground
- Child sent in to have time off the playground and to report to the adult in charge.
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Repeated or persistent misbehaviour

Further stages of discipline

If the procedure outlined above is not effective the following procedures will be involved:

- Formal contact with parent.
- Home/school book to maintain communication and mention the positive.
- If appropriate, consideration of creating a pastoral support plan,
- Outside agency support and advice.
- Exclusion - temporary/permanent.

Exclusions are given for the following reasons:

- Physical assault against pupil
- Physical assault against adult
- Verbal abuse/threatening behaviour towards pupil, including on social media sites
- Verbal abuse/threatening behaviour towards adult, including on social media sites

- Bullying
- Racist abuse
- Child on child abuse
- Sexual misconduct.
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Possession of offensive weapons, e.g. having a knife in school
- Wilful and repeated transgression of protective measures in place to protect public health

A decision to exclude a pupil permanently will be taken in response to a serious breach, or persistent breaches of the school's behaviour policy; and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Child on Child Abuse

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse and it will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We recognise that the abuse can happen in or out of school or online; that it is more likely that girls will be victims and boys' perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

Special Educational Needs

When children have repeated problems with misbehaviour placing of these children on the special needs register should be considered.

Children who have recognised emotional and behavioural problems will need extra consideration but this should not mean that behaviour, which would not be tolerated from other children, would be allowed. This particularly applies to any aggressive, disruptive or insolent behaviour.

It may be necessary to draw up a behaviour support plan or "pastoral support plan" (PSP) for certain individual children. This should be in consultation with the parents/carers and involve external advice if appropriate. It is important to stress that the development of a PSP is to try to support positive behaviours. It is not and MUST NOT be seen as the first step towards exclusion. Any such plan must be in keeping with the school and class reward and sanction systems. It is important that for this small group of children that full records of incidents are kept in order that problem areas or times of day can be pinpointed and action taken to ameliorate them. The PSP will be reviewed every 40 school days, including holidays.

Emotionally Based School Avoidance

Emotionally Based School Avoidance (EBSA) is a term used to describe children who experience challenges in attending school due to negative feelings (such as anxiety). EBSA is commonly

associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school.

At Hemswell Cliff, we use the term 'avoidance' rather than 'refusal'. 'Avoid' means "keep away from or stop yourself from doing something" whereas 'Refuse' means you are unable to give or accept something offered or requested (Waite, 2012). We use this term as some children are frequently looking to avoid something by not attending school (e.g. anxiety), rather than refusing to attend due to being defiant or unwilling.

At Hemswell Cliff, we take a preventative role around EBSA through adopting whole school practices that promote wellbeing and positive mental health in our children.

All staff are aware of the importance of early intervention and of the strengths-based approaches needed to gain a full understanding of the reasons for the pupil's absence or behaviour and the range of interventions that can be used to support them.

Where necessary, school will use the ATTEND framework to support children and families. This is an assessment tool that will enable the SENDCO and attendance lead to work with families to formulate a robust graduated approach to a growing area of need, that has been further exacerbated by the Covid-19 pandemic. Interventions may be needed at the level of the child, the family, peer and school and wider context.

Screening, Searching and Confiscation

(See also Guidance Publication - Searching, screening and confiscation)

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors.

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the pupil)

The headteacher and authorised staff can also search for any item banned by the school rules that has been identified in the rules as an item that may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Equal Opportunities

Equal Opportunities are at the heart of this policy. All children will be regarded with the same consideration whatever their sex, intellectual or physical ability, social and cultural background or

race. They are entitled to identification of their individual needs and to positive strategies to meet those needs.

Agreed strategies to support acceptable behaviour at unstructured times of the day

Our role is to understand that 'a school does not just expect pupils to behave well but that it organises itself in such a way that positively encourages good behaviour'. Good practice involves adult or monitors strategically placed so 'at risk' areas are covered.

Walking to and from the hall – An adult must walk in front of the line, taking the class to and from the hall, ensuring the children enter the hall sensibly and quietly. Where possible, a member of staff from each class will remain in the hall.

At lunchtimes all teachers will lead their children promptly down to the hall with any additional members of staff following at the end of the line. Children will be led into the hall sensibly and quietly. The teacher will make sure children are settled and quiet before leaving.

Coming in from playtime – A whistle will sound and the children should find a space, a second whistle indicates that playground equipment should be packed away, the third whistle indicates that everyone should stand still and wait to be collected by their teacher to go back inside school. At the same time the bell will sound so all staff including teaching assistants can promptly come onto the playground to collect their class Children will not be asked to line up.

The power to discipline outside the school gates

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

The teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity;
 - travelling to or from school;
 - wearing school uniform;
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school;
 - poses a threat to another pupil or member of the public;
 - could adversely affect the reputation of the school.

Monitoring and review

All involved parties have a responsibility to monitor and support the implementation of this policy. Suggestions for changes may be made at any time and may be incorporated through the addition of appendices.

