Cockerham
Parochial Church of England
Primary School

Relationships Policy

'Where a love of learning grows'

Growing in knowledge

Growing in faith

Growing in God's love

I can do all things through Christ who strengthens me

Philippians 4.13

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Overview

In this school, every child matters. Our relationship policy has been redesigned to ensure that our values are better reflected.

Our Vision

Within this Christian School, our common purpose is to enable every child to thrive academically, emotionally and spiritually and to become the person God intends them to be. We will be a school of which the local community and the Church are justly proud.

Our Mission

I can do all things through Christ who strengthens me

Philippians 4.13

We have high expectations of all of our pupils to ensure that every child celebrates and achieves their unique God given talent and so our policy is based around the principles of intrinsic motivation for making the right choices, rather than being rewarded for the basics. Our behaviour system is based on Christian beliefs and underpinned by respect and forgiveness; ensuring that mistakes are allowed to be righted and reflected on.

Objectives:

1. To set out clear rules for our children;
2. To support our children in living our Christian values;
3. To encourage children to make good choices about their own behaviour;
4. To develop children's understanding that mistakes do happen and be can righted with effort and reflection:
5. To set our clear sanctions for poor behaviour choices;
6. To ensure an equitable approach to behaviour management;
7. To involve parents in promoting good behaviour;
8. To ensure that there is complete consistency from staff in the implementation of the policy.

Procedures:

The relationship policy is built around our Christian Vision and 6 Christian school values:

- Friendship
- Courage
- Respect
- Trust
- Perseverance
- Generosity

These values are broken down with the children and regularly referred to throughout the school day. For example, “I notice that you are swinging on your chair, that is not showing respect. Please make a better choice – thank you for listening.”

Rewards:

Behaving in the way expected in each classroom will not be rewarded as we want to ensure that children meet basic expectations without expecting a reward for them. However, we know that there are children who make a real effort with their learning or behaviour therefore PEBBLES can be given as recognition of determined and repeated effort in both academic and social achievements. These are linked to our whole school House Pebble Points Teams and this is celebrated on a weekly basis in our Friday Celebration Worship and by a class celebration each week.

Each week, each teacher can nominate 1 or more child/ren to received recognition in Assembly as Star of the Week. This may be any reason but can be linked to effort, improved behaviour, excellent attitude etc. The children chosen will have tried that week and will have achieved well for them. This ensures that children who find it difficult to follow rules can achieve this in the same way that any other child can. Children who have gone over and above in any way will be nominated for a Headteacher Award or a Values Award which will also be given in Celebration Assembly.

Various rewards are used to reinforce positive behaviour:

- Rewards of stickers, smiley faces on work, charts and in special books
- Use of special stickers for such things as listening, being kind, helpful and reflecting school Christian values
- End of year trophy for Christian ethos award
- Commenting on a child’s good behaviour to other children
- Showing and celebrating achievements in Worship
- Involving parents at an early stage to co-operate on an action plan
- Headteacher Bob book
- Golden table for Monday lunchtimes
- Gold chair in worship
- House points
- Extra playtime
- Tickets for lunchtime raffle for good behaviour, high standards of manners and reflecting school Christian values and vision
- Own clothes day for behaviour at lunchtime

Restorative Practices

Sanctions:

Children who are not following the rules will have an intervention conversation/session (Staff may choose to use a script if required).

The script may be as follows:

- I noticed you are …. (having trouble getting started / singing in class / hitting ____ with a ruler)

- It was the rule about ….(being ready / being caring) that you broke
- You have chosen to (eg) and will now need to stay behind at the end of the lesson
- Do you remember when you got on brilliantly yesterday? That's what I want to see now
- Thank you for listening.

The child is then spoken to at the end of the lesson about the choice that they made. Children who have been spoken to more than once are kept behind to go last at playtime / lunchtime. This restorative session is led by the member of staff who addressed the behaviour as we work together to build positive, respectful relationships through school.

Where incidents have occurred during playtime, all members of staff are capable of holding a restorative conversation to support children in managing their conflicts. The peace room is accessible throughout playtimes to allow children the opportunity to restore and rebuild at all points during the day.

Sadly, there will be times when children challenge expectations, guidance and rules. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. On these occasions we use consequences as a means of helping children to learn where the bounds of acceptable behaviour lie.

The class teacher deals with minor breaches of behaviour in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as consequences are concerned.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Normal consequences include:

i. The expectation reinforced clearly and precisely to the children/child
ii. a reminder of expected behaviour

Consequence	**EYFS**	**KS1**	**KS2**
Amber	2 minutes Playtime including during continuous provision	5 minutes Playtime including during continuous provision	10 minutes Playtime
Moved to red	Breaktime	Breaktime	Breaktime
STRAIGHT to red	Lunchtime missed		

<u>All staff are responsible for dealing with inappropriate behaviour.</u>

Children who repeatedly need this intervention or who display any of the following behaviours will progress through the school's graduated behaviour toolkit:

- Fighting
- Offensive language (racist, homophobic or otherwise)
- Bullying
- Prevention of 'Members of staff being able to maintain good order and discipline at the school or among pupils.
- Behaviour which puts other staff / children at risk.

The majority of issues can be resolved with a restorative conversation and support being given to enable a child to make a better behaviour choice in the future.

Restorative Practices

Restorative conversation:

- What happened? …..Listen carefully and dispassionately
- What were you thinking at the time? – reflect
- How did this make people feel?
- What should we do to put things right? – this might not necessarily be an apology
- How can we do things differently in the future?

To support with our restorative approach, staff have regular 'Circles' with the children. This is to discuss, reflect and resolve any issues that have occurred throughout the day/week. This practice allows all children and staff to have a voice and be heard.

Our restorative practices are developing, and school are committed to this whole school approach to support children to manage their feelings and make positive choices throughout the day.

These practices also support children to recognise that the behaviour they have shown has an impact on themselves and those around them but can be restored and does not define them as an individual.

Where Restorative practices have not worked school may use the follow behaviour strategies:

- De-escalation (first and foremost)
- Distraction/change of task
- Change of adult/fresh face
- Calming down time in our Peace Room or Headteacher's room
- Consequences where required and appropriate

Safe Spaces

Each classroom at Cockerham has the use of Peace room. The pupils in each class are encouraged to use this space if they are feeling upset or frustrated or just need to take a few minutes to calm themselves.

The Peace Room and The Den can be used as a safe space during break times and lunch times and are available to children to use as a positive choice to ensure positive behaviour.

Where behaviour has escalated and poses a risk to the child, other children or staff, Positive Handling techniques may be used to place a child in a place of safety. In most cases this will be the Peace Room.

The Peace Room:

The primary purpose for the Peace Room is to offer a quiet space in which children can reflect on their behaviour choices and make steps to restore positive behaviour.

In some extreme cases, the Peace Room may be used as a safe place when a child shows extreme physical and violent behaviour. In these circumstances a child may have been brought, by staff, to 'calm down' in the Peace Room. In these instances, Positive Handling (see Positive Handling Policy) may have been used and this circumstance will only arise after all other behaviour strategies have been utilised. Primarily, de-escalation techniques will have been employed to avoid the use of Positive Handling strategies.

On these occasions, the child will have been assessed as high risk and staff may choose to shut the door to encourage the pupil to use the Peace Room. Throughout this process the staff will maintain continued verbal contact with the child, reassuring and attempting to de-escalate negative behaviour throughout.

On very rare instances, the door may need to be held to prevent further aggressive and violent behaviour from the pupil. In this circumstance, the door is held for a maximum of 3 minutes with 2 members of staff present to ensure the safeguarding of the pupil. The purpose of this is to keep all stakeholders safe and is always a last resort. This will only be used if a member of the senior leadership team feels it in necessary. This is recorded on CPOMS and parents are informed if this has had to happen.

When a child has been placed in the Peace Room using Positive Handling Techniques, a Safety Plan is established. This is risk assessed and revisited following any further incidents and shared with Parents. This plan will reflect the pupil voice and will form part of the IBP/POP process, including termly reviews (or sooner) with Parents and children.

Following a period in the Peace Room, a restorative conversation will take place and will include a debrief of the event. Parents will be informed.

Monitoring the use of The Peace Room:

Pupils who use the Peace Room following Physical removal by SLT/behavioural staff are recorded on CPOMS.

The Peace Room CPOM recording should include the following information:

- Date
- Time
- Duration
- reason why the Pupil spent in time in the Peace Place
- which member of staff managed the situation
- what the outcome for the Pupil was (e.g. returned to class and settled to class tasks well)

This is monitored and reflected on by the SLT and appropriate adjustments are made to IEP/POPs to ensure that staff remain solution focused in dissolving behaviour escalations.

Children accessing The Peace Room through self-referral will discuss the incident before returning to class.

Primary Placements and Exclusions

•Primary Placement/managed move/part time timetable – on occasion we may direct children to an alternative provision to improve behaviour or put on a part time timetable.

If a child's behaviour has reached this stage a multi-agency meeting may be held to decide the best course of action.

Exclusion:

Exclusion is a sanction, which will be determined as necessary only by the Headteacher and is used when only deemed the last resort to support the child.

Internal exclusion (removal from class) at the Headteacher's discretion.

If the child has had primary placements and their behaviour continues to be a cause for concern, or there is an incidence of serious physical assault this can result in an exclusion (fixed or permanent):

- It may be necessary to exclude a child from school. The decision to exclude is taken by the Headteacher and this may be for a fixed term or permanent exclusion. The Headteacher will take account of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

- Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion ('decline a reinstatement') parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable fulltime education from the sixth school day of a permanent exclusion.

Conduct outside the school gates:

Headteachers now have a statutory power to regulate pupils' behaviour/conduct outside of school hours when a pupil is:

- Taking part in any school-organised or school-related activity

- Travelling to or from school or

- Wearing school uniform or

- In some other way identifiable as a pupil at the school

<u>Or, where the above does not apply, but the inappropriate behaviour:</u>

- Could have repercussions for the orderly running of the school or

- Poses a threat to another pupil or member of the public or

- Could adversely affect the reputation of the school.

Criminal law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communication Act 1988, the Communications Act 2003 and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which

conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of any confiscated items provided they have acted lawfully and reasonably.

2. Power to search without consent for 'prohibited items' for example:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Mobile phones
- any items causing disruption to the smooth running of school

Weapons and knives must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Power to use reasonable force:

In our school we do **not** have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them acting needed to prevent a pupil causing harm. Reasonable force can be used prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

School staff have a legal power to use reasonable force. Reasonable force is usually used either to control or restrain but never as a punishment.

Roles and responsibilities:

Governing Body: Is responsible for setting general principles that inform this policy in consultation with the headteacher and stakeholders. The governing body has a duty under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Head teacher: Is responsible for developing and implementing the school relationship policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

Other staff: All other paid members of staff, including teachers and teaching assistants, are responsible for implementing the relationship policy consistently and to seek advice if/when necessary.

Parents/carers: Are responsible for cooperating with the school as set out in the home-school agreement. We expect parents/carers to support the school in the implementation of the relationship policy.

Strategies to support inclusion:

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special education need and/or disability. This is in accordance with the SEN code of practice. We also recognise that a child with social, emotional and/or behavioural difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National curriculum and wider school life.

We also recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour and their own health and wellbeing. This includes following allegations as a result of using reasonable force.

Complaints procedure:

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particular policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when an allegation is made against a member of staff. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Appendix 1:

Stop. Notice. Remind. Move on (positive)

Stop

Notice: I noticed that you …….

Remind: That's a great way of showing (rule)

Move on

Ready, Respectful, Responsible 😊

Stop. Notice. Remind. Move on

If you see a child doing something that he/she shouldn't be (dropping litter, saying something mean to another child etc).

Stop

Notice: I noticed that you …….

Remind: eg I don't think that's being respectful to our environment, put it in the bin thank you.

Move on

30 second intervention (a)

I noticed you are ……

I believe you're not making the right choice

Remember that's not being (rule)

I trust you'll now make the right choice.

Thank you for listening.

30 second intervention (b)

I noticed you are still ……

That means you have chosen to ……

Do you remember last week/yesterday/earlier when you …….

That is who I need to see today ……

Thank you for listening.

I can see that you are feeling (specify a feeling)

Can you explain why you feel this way? (listen)

I can understand why you feel (specify feeling) if (specify action) happened to me I would feel (specify feeling)

Today you reacted by (specify the behaviour)

It is not okay to (specify behaviour).

What can you do differently next time? (agree next actions)

Scripted response

X I'd like you to …… (speak to me at the side of the room)

I want to see you ….. (follow our agreed routine)

I expect …… (to see your table tidy in the next two minutes)

I know you will…. (help X to clean the pen off her face)

Thank you for ….. (letting go of her hair, lets walk and talk)

I have heard what you said, now ….

We will …..(have a better day tomorrow)

Thank you for listening

Restorative conversation:

What happened? …..Listen carefully and dispassionately

What were you thinking at the time? – reflect

How did this make people feel?

What should we do to put things right? – this might not necessarily be an apology

How can we do things differently in the future?