



## Relationship Management Policy (behaviour in school)

Written: July 2021

Next Review: July 2022

### Statement of principles

As a nurturing school we ensure unconditional and positive regard is given to all pupils in the school. We recognise the need for consistency of approach and clear boundaries and that pupils need to be treated as individuals. We acknowledge that personal relationships matter and that the behaviour that the school wants to promote is modelled by all staff. Rules and routines are explained with reasons. The school's relationship policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

"I am the decisive element in the school. It is my approach that creates the climate. It is my daily mood that makes the weather. As a member of this school community, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised!"

At Highfield Community Primary School good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline and expect that children behave consistently whilst in school. Adults manage and influence behaviour; children are responsible for the choices they make.

## Context

This policy should be read in conjunction with those policies listed below:

- Health and Safety Policy
- Safeguarding policy
- Attendance policy
- Single equalities policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-school Agreement
- Special Educational Needs Policy

## Aims and Objective

At Highfield, we have developed this policy to:

- Promote fairness in the treatment of individuals, regardless of race, gender, pupils with learning difficulties and/or disabilities.
- Provide a clear framework so that behaviour management is consistent throughout the school.
- Promote good behaviour as part of the entitlement of all pupils to the school's curriculum.

Our aims are to:

- Ensure the well-being of all staff and pupils.
- Ensure individuals are treated with respect.
- Promote equal opportunities in learning and personal development.
- Foster a sense of responsibility among pupils.
- Provide opportunities for collaboration and teamwork between staff and pupils.
- Create a learning environment, which enables pupils to make choices and learn from them.
- Give pupils confidence in themselves and pride in their achievements.
- Ensure that all pupils have an entitlement to learn in a positive environment.
- Develop inclusive practices that meet the needs of individuals as well as the school as a whole.
- Teach strategies to manage their own behaviour.

## Behaving the Highfield Way

We expect all children to consistently 'Behave the Highfield way'. This behaviour is underpinned by our Highfield Heroic Values, and our three School Rules.

Our Highfield Heroic Values are:

- **Empathy**
- **Honesty**
- **Resilience**
- **Self-belief**
- **Kindness**
- **Pride**

Our School Rules are:

**Ready** (having equipment organised, appropriate behaviour in class and assemblies)

**Respect** (to be polite, to consider others' feelings, to wait their turn, to accept a solution or a consequence, to care for school equipment, to value each other's work)

**Safe** (walk around school calmly and quietly, work and play co-operatively, tell the truth)

These principles underpin the school's ethos and form the basis of our policy. The key words are prominently displayed in our school hall, classrooms and corridors. Assemblies frequently explore what each principle entails, so that there is a mutual understanding of what it means to 'Behave the Highfield Way' and what, as a school community, we can do to uphold the expectations.

## Visible Consistencies

**As a school we are all aware that a consistent approach is key to promoting positive behaviour. The following, are approaches that you will see across school:**

All staff and pupils will greet each other as they walk past or enter a classroom. SLT and pastoral staff will be stationed at strategic points outside at the start of the day whilst teachers or TAs will be at classroom doors.

Every classroom has a recognition board (sunshine in KS1), that targets expected learning attitudes. The theme of what is being recognised changes daily/ weekly and is appropriate to the class/ age/ stage. This is used to capture the names of pupils in the classroom who have displayed the expected learning attitude such as using one voice at a time or staying on task. Names cannot be removed from the board. It is not a competition so peers can nominate others in the class to be recognised so the whole class can work together to get their names up. The recognition boards are used persistently and relentlessly to catch learners demonstrating the right attitudes and behaviours.

All classrooms will also have a space in their rooms where children can go if they are feeling angry or upset. These will be appropriate the age of the child and the space in the classroom.

All pupils and staff will take part in Friendly Friday – half an hour of positive relationship building activities as a class/year group or with another class.

All staff will consistently model positive behaviour in the school with everyone. These explicit behaviours will be brought to the attention of the pupils regularly.

# Responsibilities

## The role of all staff

- With the exception of serious misbehaviour, the member of staff witnessing poor behaviour should address this in line with the behaviour policy
- To create a safe and stimulating learning environment, with clear expectations of routine and behaviour
- To provide excellent supervision for the playgrounds and other parts of the school where children can go at playtime and lunchtime
- To teach appropriate behaviour and recognise when pupils are behaving above and beyond
- To show unconditional respect for every child and members of our school community as an individual
- To never accept bullying or other anti-social behaviour in school, on any level, at any time
- To respond calmly, consistently and positively
- To listen with empathy and tact
- To handle confidential information with sensitivity, following other school policies, e.g. safeguarding, confidentiality and staff behaviour policies
- To allow children opportunities to resolve a situation using restorative practice

It is essential that all principles and practices are implemented by every member of staff.

## The Role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Relationship Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has access to records of all reported incidents of misbehaviour via CPOMS. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

## The Role of Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school relationship policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Working with Parents / Guardians**

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive. Children who struggle with their behaviour benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership to promote 'Behaving the Highfield way'. Simple agreements that give the child the same message have maximum impact. School will actively support parents in managing their child's behaviour in a consistent manner which may include the involvement of external agencies including: the school nurse; educational psychologist; CAHMS; CISS

## **Rewards for going 'above and beyond'**

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We reward children for good behaviour in a variety of ways:

- Praise
- Dojo points (no more than 2 at any time) which will contribute to house points. House treats are awarded at the end of each term.
- Recognition class reward – when all children's names are on the recognition board/sunshine
- Star of the day with a positive note going home to parents
- Good news phone call/ email home/ Dojo message from teacher
- Star of the Week - certificate in celebration assembly and hot chocolate time spent with HT
- Shining Stars – awarded half termly to a child who constantly displays excellent behaviour. They will receive a badge, prize and a special trip at the end of the year.

## Scripts

At Highfield Community Primary School, we use a set of scripts when dealing with behaviours that are not in line with our 3 School Rules: Ready, Respect and Safe. Scripts allows all adults to separate behaviour with emotion and put the emphasis on the child making the right choice in a situation.

When speaking to the child your tone must be reassuringly consistent with body language complementing the messages in the speech. Instead of rewarding children with your emotion, plan your response using a micro script. We then have a predictable response that all children expect from all adults. Reward children with your enthusiasm, encouragement, humour, time and attention when they're doing the right thing.

### **Eight assertive sentence stems:**

- 1) You need to... (speak to me at the side of the room).
- 2) I need to see you... (following the agreed routine).
- 3) I expect... (to see your table immaculately tidy in the next two minutes).
- 4) I know you will... (help Kyra to clean the pen off her face).
- 5) Thank you for... (letting go of her hair, let's walk and talk).
- 6) I have heard what you said, now you must... (collect your things calmly and move to the thinking spot).
- 7) We will... (have a better day tomorrow).
- 8) Think carefully about your next step (As the adult walks away)

### **Seven scripts that are not linked to your emotions:**

- 1) You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... If you choose not to do the work, then this will happen... I'll leave you to make your decision.
- 2) Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
- 3) Your behaviour is disruptive, damaging and dangerous but I believe that you can be a success.
- 4) I am not leaving; I care about what happens. You are going to be brilliant.
- 5) What do you think the poor choices were that caught my attention?
- 6) What do you think you could do to avoid this happening in the next lesson?
- 7) Daniel it's not like you to...

### **A 30 second script**

- 1) I noticed you are...(having trouble getting started/struggling to get going/ wandering around the classroom)
- 2) It was the rule about...(lining up/ being respectful) that you broke.
- 3) You have a choice, if you continue to not follow the school rule of Respect then you will... (catch up at playtime) if you decide to ...(what you want to see) then you will have completed the lesson and get a dojo.
- 4) Do you remember last week when you... (arrived on time every day/ got that positive note/ received a dojo) That is who I need to see today ...
- 5) Make the right choice today...
- 6) Thank you for listening. (Walk away and give child some take up time)

## Restorative Approaches

Building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in any school. At Highfield we use restorative approaches to draw a crucial distinction between the person and her/his behaviour. Restorative Approaches is based on 'Fair Process' - engagement, explanation, expectation and clarity. People directly involved in the situation are the ones best placed to resolve a conflict. Pupils at Highfield Community Primary School are therefore encouraged and supported by all School Staff who have been trained in Restorative Approaches to take responsibility for their actions and have to work out how to put things right. Restorative Conversations with Pupils - we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting, summarising.
- Be empathetic (listen for thoughts, feelings, experiences, behaviours).
- Use a 'solution' rather than a 'blame' approach.
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair.
- Be aware of our body language, tone and facial expressions.

Restorative Conversations questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by this?
- What do you need now so that the harm can be repaired?

The key to a truly restorative school community is a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school partners, to find solutions to conflicts rather than focus on who started it and why.

## Consequences

It is important to understand that some pupils have additional needs where their behaviour is affected by particular difficulties or from personal challenges they are facing. We expect all pupils to try their best and meet our school expectations for behaviour but strategies for managing behaviour will be tailored to individuals based on our knowledge of them.

For incidents of bullying please refer to our School's bullying policy.

All learners are held responsible for their behaviour. Every member of Highfield Community Primary School staff will deal with behaviour and use the stepped actions below for dealing with poor conduct. Pupils are in school to learn so learning time should not be lost through poor behaviour. In discussion and agreement with Parents work not completed in school due to inappropriate behaviour will be sent home.

The chart below is linear in design however we are very aware that not all behaviours fit such a chart. We encourage staff and pupil 'take up' time between each stepped action. For low level disruption it is not possible to leap or accelerate steps.

## Steps

- Redirection
- Reminder
- Warning
- Consequence
- Restorative Approach Conversation
- Phone call home
- Meeting with parents

Steps	Actions	
Redirection	Use of pre-emptive strategies – proximity praise, distraction, humour, non-verbal cues etc.	
Reminder	Tell the child that you expect them to behave the Highfield Way Remind them of the Rule/value you are expecting them to follow. E.g. Brian are you ready?	
Warning	A clear verbal warning delivered privately wherever possible. Make the pupil aware of their behaviour and clearly outlining the consequences if they continue. Time out offered to give pupil chance to reflect away from others. It may also diffuse any anger or other big emotions.	
Consequence	Must be immediate and proportionate e.g. Missing 5 minutes of playtime to complete work or discuss behaviour Sitting out of an activity for 5 minutes at playtime	
Restorative Approach Conversation	Give the pupil a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage for a Restorative Approach Conversation - RAC (If incident happens outside of the classroom, the CT should be made aware) RAC is not a punishment and will not be treated this way – it is a positive choice to improve the situation. If the child does not engage in a RAC following a period of time follow chart for next stepped action.	Member of staff to record that a restorative conversation has taken place on CPOMS
Phone call home	If number of RACs increases or for serious incidents, the parents of children involved should be phoned. This phone call should be tracked. If no answer when phoning an email should be sent. Parents should be told that this will be tracked centrally and number of calls tracked and monitored by SLT.	Teacher to make call if the incident occurred in class. Pastoral team if incident happened outside. Phone call to be recorded on CPOMS
Formal meeting	Formal meeting with Pupil, Parents, CT, SLT. Agreed targets set that will be monitored and reviewed over an agreed period of time	Meeting to be recorded on CPOMS along with targets and timescales.

## **Exclusion**

At Highfield Community Primary School we recognise the damaging effects of excluding children and therefore this will only be used as a last resort in exceptional circumstances.

The decision to exclude is taken by the headteacher and this may be for a fixed term or permanent exclusion. The headteacher will take into account the circumstances, 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 parents have the right to appeal the decision to an independent review panel.

## **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 Communications 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 be 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.

Bullying is unacceptable at Highfield Primary School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies

- Use of SEAL during PSHE
- Circle Time
- Assemblies
- Monitoring areas within the school building i.e. toilets, cloakrooms etc.
- Monitoring of playground by staff on duty and 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. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.
2. Power to search without consent for 'prohibited items' including:
  - a) Knives and weapons
  - b) Alcohol
  - c) Illegal drugs
  - d) Stolen items
  - e) Tobacco and cigarette papers
  - f) Pornographic images
  - g) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - h) Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography 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 taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force. If reasonable force is used a record should be recorded on CPOMS as soon as possible.

## **School Support Systems**

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

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our learning mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

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

## **Consultation, monitoring and evaluation**

Our school is a community of Governors, teachers, teaching assistants, lunchtime supervisors, parents, pupils and other adults. It is the function of this school community, through a system of relationships, rules, rewards and consequences to encourage and develop self-discipline within our children.

Our policy was developed in consultation with all staff following a series of meetings in the Summer term of 2021. It will be monitored in accordance with the school's annual cycle of monitoring and evaluations shared with the governing body through the headteacher's report and school record of self-evaluation.

The policy will be reviewed annually with all staff at the start of each academic year with mid-year reviews where monitoring indicates that this is required.

Following the annual review of the policy, parents will be advised on any adaptations or changes through the school newsletter. The school newsletter and website will also be utilized to ensure the principles of the relationship policy remain high profile for the whole school community.

## 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 particularly policy it should be noted that:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 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 has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 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