

Maidensbridge Primary School

Relationships Policy



**Ratified by the full Governing Body:
Next review: April 2024**

United Nations Convention on the Rights of the Child

Article 28: children and young people have the right to an education no matter who they are: regardless of race, gender or disability.

Article 19: children and young people have the basic human right to dignity. This means they have the right to be protected from getting hurt or badly treated.

Vision and Values



We are a school with **heart**, that has **high expectations** and **adds colour** to our children's lives in the pursuit of **excellence for all**.

The Governing Body of our school has a duty, under section 175 of the Education Act 2002, to ensure that all functions of the school are carried out with the aim of safeguarding and promoting the welfare of children. Further guidance from the DfE in January 2016 details powers that members of the school staff have to discipline pupils and outlines the need for a robust Behaviour Policy, including the use of rewards and sanctions.

At Maidensbridge Primary School we believe that a happy school community in which everyone feels valued and cared for is the basis for effective learning. We aim for all children to achieve their potential and for all to have the right to engage in non- disruptive learning in an environment where mutual respect is a core value.

Children in Maidensbridge Primary School will feel safe, secure and valued and there will be a culture where achievement at every level will be celebrated. We expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

Collaboration between staff, parents, pupils, volunteers and the community are at the heart of developing the skills in our children that they need to succeed in life.

The provision of this policy will follow the guidance included in the General Data Protection Regulations with regarding to the safeguarding and disposal of data held.

Aims of the Policy

1. To have shared expectations of appropriate behaviour that are acted upon fairly and consistently.
2. For adults to understand that all behaviour is communication.
3. To encourage children to take responsibility for their own actions and to understand that these actions can affect others.
4. To foster in children a responsibility for their own behaviour.
5. To positively encourage children to divulge acts of bullying, sexual or racial harassment
6. To encourage children to have a respect and pride in the school and each other.
7. To develop a moral framework in which relationships can flourish.

Key Premises of our Approach

- All attempts should be made to praise and reward children as often as possible, maintaining motivation.
- Being 'fair' is not about everyone getting the same (equality), but about getting what they need (equity).
- Behaviour is a form of communication, possibly of an emotional need (whether conscious or unconscious) and response should be appropriate.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of the child are within their control.
- Taking a non-judgemental, curious, holistic stance and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. The child should be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. We ensure opportunities for reparation, especially following suspensions.
- Maintaining clear boundaries and expectations around behaviour. In order for children to feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. It is important to remind children of what is expected at the start of a session or at frequent intervals. It may be necessary to be explicit in instructions rather than general as this helps to avoid misunderstanding of expectation.

Our School Approach- Emotion Coaching

Our whole school approach centres around Emotion Coaching. Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children, but also parents/carers and staff, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection. Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

What Emotion Coaching means in Practice (co-regulation)

Step 1: **Recognising, empathising, soothing to calm** ('I understand how you feel, you're not alone.')

Step 2: **Validating the feelings and labelling** ('This is what is happening, this is what you are feeling.')

Step 3 (if needed): **Setting limits on behaviour** ('We can't always get what we want.')

Step 4: **Problem solving with the child** ('We can sort this out.')

We advocate an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling.' It is important to acknowledge that no individual can control the behaviour of another, but behaviour can be managed.

Nurture Principles in the classroom

Nurture principles should be evident in every classroom. Applying the principles of nurture can help prevent children's anxiety that may lead to negative behaviour.

Strategies class teachers should be using include:

- Making time for social-emotional learning.
- Listening and responding to children in ways that show they are valued and thought about.
- Giving children the opportunity to practice their social emotional skills-for example by paired or group work.
- Modelling good social and emotional skills themselves, when interacting with pupils and other staff members.
- Providing structure and predictability with firm, clear boundaries. This may include providing alternative activities/resources and or a safe place for some children to retreat to if they become overwhelmed.
- Understanding the importance of transitions and that even small changes in routine can be overwhelming for some children. Adults should take steps to help alleviate anxiety such as giving advanced warning or providing social stories.

Supporting Pupils' Behaviour

A variety of methods are used to encourage and support pupils to behave appropriately:

- Home School Agreement
- Class charters
- Assemblies
- PSHE policy/ curriculum
- Our School values
- Good to be Green Chart
- Anti-bullying policy
- Head Pupils, JLT, Playground Leaders, Green Team, School Council, Classroom Monitors, House Captains
- Mutual respect expected of all adults and children
- Anti-Bullying week and workshops
- World Kindness day
- Restorative practice
- Rewards
- Sanctions
- Early Help
- Collaborative working with other agencies and the Local Authority behaviour pathways team
- Building strong family/school relationships to quickly identify little t and big T trauma

Home School Agreement

The home School Agreement is in all student planners to remind children and parents of behavioural expectations. These should be signed by the Headteacher, parents/carers and pupils.

Class Charters

The charters are displayed in each classroom to remind all children of the expectations of behaviour within each class.

PSHE Curriculum

The learning and promotion of PSHE & Relationships Education and SMSC (Spiritual, Moral, Social and Cultural Development) is embedded across the whole school. Children are in classes with a teacher who is responsible for their pastoral care and will address any issues as they arise such as supporting pupils to develop feelings of self-respect, self-esteem and general well-being. This helps them take responsibility for their actions and understand the consequences of their actions and the world around them. The Fundamental British Values are also actively promoted in the school. This also teaches children about protective characteristics and how these can increase vulnerability such as race, sexual orientation and religion.

School Values

- Safety
- Caring
- Achievement
- Resilience
- Friendship

Good to be Green Chart

Each class must have a Good to be Green chart displayed in their classroom. This is so that the relevant points can be physically pointed out to remind children, often without a verbal clue.

Playground Leaders

At the beginning of each year, children are chosen in Key Stage 2 to be playground leaders. They then receive playground leader training twice a year from Inspired Playgrounds. Their role is to support children at lunchtimes, teaching them how to play games and providing support for children who feel that they have no one to play with or feel that some-one is being unkind to them. They are asked to report any concerns to their class teacher. Playground leaders also award weekly medals to children who they have identified demonstrating kindness on the playground.

Anti-Bullying Week (November)

Maidensbridge takes part in the national anti-bullying week. This is done through assemblies, lessons and discussions/debates in classrooms.

Rewards

- Praise
- Written comments on work.
- House Points awarded (See below)
- Badges/stickers to stick on to work or to wear.
- Recognition in class
- Recognition at an assembly
- Certificates to reward work or behaviour
- Good to be Green Time – At the end of the school week.
- ‘Afternoon Tea’ event with the Headteacher.
- Responsible jobs around school
- Achievement awards – Praise Assembly
- Half termly SCARF awards

Each class may have its own system to reward good behaviour and work but this will work in tandem and contribute to the “Good to be Green” scheme

House Points

House points will be awarded to individual children for demonstrating good work, effort and conduct in their lessons. Individual house points will be recorded within classrooms as part of a weekly team competition. House points will be totalled and collected and will contribute to an overall total for their team. A house prize will be awarded to the winning house each term.

‘Good to be Green’ time

This is a period of twenty-five minutes where children will be rewarded for their good behaviour throughout the school week. This will take place on Friday afternoons following Praise assembly. Good to be Green time activities could include:-

- Supervised play on the playground or on the school field.
- An activity that the children collectively agree with their class teacher.
- Art activity/creative task or project
- Learning a new skill
- Sharing a game with each other

It is intended that this reward time is used differently each week to ensure that the reward remains a positive incentive for the children. This should not involve watching a film or TV show.

Unacceptable Behaviour Response

Key behaviour techniques and whole school systems include:

- Explanation that the action seen is not acceptable but the approach needs to try to find out the reason. Staff should apply the emotion coaching technique.
- Whenever possible reprimands should not be public. Concentration should be on the behaviour rather than the child. All behaviour is communication.
- Explanation to the children what will happen next.
- The class teacher, Phase leader, Deputy Head Teacher or Head Teacher are likely to carry out an investigation into the incident. (See below for behaviours that should be referred)
- Any investigation will be recorded, the extent and details of which will vary with the appropriateness of the investigation.
- In the case of severe or extreme incidents the situation should immediately be brought to the attention of the Headteacher or Deputy Headteacher see list below.

Available Sanctions

If a child exhibits any of the following behaviours then the child may receive an initial warning. The child may be given extra or alternative tasks as a diffusing strategy within the

designated area of school. A **yellow card** can be issued if behaviour or attitudes to learning haven't modified:

- Failure/refusal to respond to instructions given by an adult in their best interests, despite every efforts made by the adults to ensure the instructions are clear and understood, particularly if the child has additional needs.
- Not showing a good level of concentration in order to be an effective learner.
- Demonstrating behaviours that impact on the learning of others as well as themselves.
- Conducting themselves in a way that is unsafe that would likely cause harm to themselves and/or others.
- Conducting themselves in a manner that is considered impolite and uncaring.

If a child receives a yellow card, they will be asked to remove the 'Good to be Green' card and may be asked to miss some break time. Children should still have access to their toilet break, break-time snack/drink and their lunch. During this time restorative work should take place.

If a child doesn't modify their behaviour after they have received a yellow card, they will then receive a **RED CARD**. This should not to be displayed publicly but stamped in the child's planner. Children should then miss a second social time.

If a red card is received in the classroom, then teachers can decide when best the red card should be served depending on the incident. If it is at lunch time, then the Key Stage Leader should be informed, of the red card and ensure provision is made for these children during the next lunch time. They should be supervised by the Key Stage Leader as much as possible. If the key Stage Leader is unable to supervise the pupils, they should inform the Head Teacher or Deputy Head Teacher. Again, during this time restorative work should take place.

If a child receives a red card at playtime. They should miss their next playtime. They should remain with the teacher in the classroom or remain by the teacher in the playground. Part of this time should be spent having restorative discussions. This should not to be displayed publicly but stamped in the child's planner.

If a child receives a red card at lunch time. They should miss their next lunch time and the same procedure followed as above.

If a child receives a red card, loss of privileges or letter of apology or writing what happened during an incident may also be appropriate. Behaviour should then be recorded on the schools' CPOMS system and parents informed. **'Lines' or other meaningless punishments should never be set as a sanction.**

Children who receive two yellow cards or a red card in a given school week and are not permitted to participate in 'Good to be Green' time. Instead these children will be expected to complete a Behaviour Reflection Sheet or engage in restorative discussions during this time with a senior leader. This will enable the child concerned to reflect on their behaviour, how it made them feel and give them the opportunity to consider setting a target for their conduct in the future.

For severe or repeated incidents or red cards, a child may receive a short isolation outside the headteacher or deputy headteacher's office.

The following behaviours should receive an instant red card and be referred to the phase leaders in the first instance then the Deputy Headteacher and Headteacher.

Violations of the Anti-bullying Policy

Racist/homophobic name calling

Repeated violence (any violent incident should be recorded)

Children being involved in inappropriate play/action of a sexual nature.

Fighting

Inappropriate language directed at others

Damage to property

Stealing

Threatening behaviour to an adult

Blatant refusal to follow instructions / work

The phase leader, Deputy Head Teacher or Headteacher are likely to carry out an investigation into the incident. Any investigation will be recorded, the extent and details of which will vary with the appropriateness of the investigation.

During the investigation the Head Teacher, or delegated person can:

- Speak to a child or group of children without the parents' consent
- Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what is likely to have happened. The Head Teacher, or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The Head Teacher, or delegated person will then determine the sanction to be used. The sanction used must be reasonable and must not breach any other legislation (disability, SEN, race and other equality acts).

Suspensions and Permanent Exclusions

Occasionally, there will be children who seriously breach the terms of the Relationship Policy and who may be considered for a suspension.

Before considering suspending a child, the school will always ensure that:-

The appropriate strategies and interventions have been in place to ensure the child's needs have been met. This may also include a productive partnership between home and school, as well as a multi-agency intervention.

If appropriate, the school will have engaged with the local authority's behaviour pathways and will have sought the advice of the Pupil Access Team.

The severity of the incident and the risk to the child involved or others.

There are lawful, reasonable and fair grounds to suspend or permanently exclude the child from school.

An assessment is undertaken to gauge the impact on the education and welfare of the pupil and other children if they remain in the school.

Suspending a child from school for a fixed period or excluding permanently is a decision that is not taken lightly and serves as the final sanction available to the school. The decision will be taken by the Headteacher or the Deputy Headteacher in the event of their absence. Parents will be contacted by the Headteacher to inform them of the decision and this will be confirmed in writing to them.

Parents have the right to appeal their child's suspension or exclusion. Details to do this will be issued on the letter to parents. Any child who has had a suspension should have a reintegration meeting, where a plan will be developed and any changes to provision should be made to ensure the child's needs are fully met and agreed by parents and school.

Suspensions and exclusions will be reported to the Local Authority, as Dudley policy states. When a child is permanently excluded, the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

In relation to exclusions, the school refers to the DfE statutory guidance document ***'Suspensions and Permanent Exclusion from maintained schools, Academies and Pupil referral units in England including pupil movement. (September 2022).***

Vulnerable Pupils

For pupils who are identified as particularly vulnerable the school's systems of rewards and sanctions may not be appropriate and may not be applied to certain pupils. This is to ensure equity, not equality. Vulnerable pupils will need specific approaches tailored to their individual needs and experiences, strengths, and difficulties. These will need to reflect any advice given by professionals, such as Sycamore Behaviour Outreach, or recommendations made by external agencies and professionals, including, but not limited to Educational Psychology Service, CAMHS and Consultant Paediatricians. Specific approaches may include, but again will not be limited to the following:

- Support from an adult (amount and level of support dictated by the pupil's EHCP, IEP or agreed with the pupil's parent/carer)
- Working outside of the classroom (self-elected withdrawal)
- A safe place
- Reward chart or system such as 'starry night picture,' clouds in a jar, etc.
- Differentiate expectations
- Parking the behaviour, using a diversionary tactic to move forwards and then discussing the child's reaction at a later point in the day when the child is regulated enough to do so
- Lunch time Lounge
- Nurture
- Meet and greet
- Individual Support Targets
- In class amended provision

Communication with parents of vulnerable children is extremely important and, as such, behaviour and approaches will be discussed. It is often necessary to change approaches used and staff in school will make decisions around any changes to be made, with the support of the SENDCO, in order to best support the child.

Employed Staff Powers to Discipline Pupils

“Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who do not abide by school charters or who fail to follow a reasonable instruction.” (Section 90 and 91 of the Education and Inspection Act 2006).

- All staff have the responsibility to promote good behaviour.
- Staff can discipline pupils at any time that the pupil is in school or offsite e.g. visits and residential visits.
- Staff can also discipline pupils when a pupil’s misbehaviour occurs off school premises.
- Staff can use positive handling or ‘holding’ techniques to keep children and adults safe from harm. As much as possible trained staff would do this. However, if in an emergency for a child’s safety other members of staff may use holding techniques.
- Staff can confiscate pupils’ property.
- Staff can impose an agreed sanction

The power to discipline pupils applies to behaviour both in school, and out (in certain circumstances – e.g. bringing the school’s reputation into disrepute or incidents of bullying or harassment that affect children in school).

Dealing with Inappropriate Behaviour of Parents, Visitors and Other Adults in School

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

School sits on land that belongs to the Local Authority, so only persons with the ‘right’ to be there, are allowed on the school premises. That ‘right’ is determined by the Head Teacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors. However, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site
- Being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

How the school can respond

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Head Teacher can ban the person from the premises.
5. Legal proceedings.

