



Respectful Relationships Policy

Sept 2021

Mission Statement

We will endeavour to offer the pupils in our care the widest range of learning experiences possible, so as to develop fully, the whole child.

Our delivery of the curriculum is designed to nurture individual talents and interests, independence, teamwork and initiative, and to encourage the development of imaginative, creative and enquiring minds. In this way we can ensure that each child has the opportunities to acquire an all-round education and to use this as a basis for
LIFE-LONG LEARNING.

Rationale

Our schools policy is derived from the schools mission statement and the shared values underpinning teaching at Middlestone Moor Primary School. The rationale for developing whole school and classroom behaviour management procedures, including reward systems is to promote positive and responsible behaviour, which ultimately is self managed and is conducive to effective teaching and learning. They should be encouraged to give of their best at all times, inside and outside the classroom. Through the consistent application of procedures throughout the school, children will be familiar with these and understand the expectations placed upon them.

Each class develops their own charter of "Rights and Responsibilities" and children are aware of the consequences if they repeatedly choose not to follow this. With this system we aim to develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions. We do this by emphasising the development of positive attitudes using a system of praise and merits to reward good behaviour and effort, plus the use of sanctions and consequences or punishments to discourage unwanted behaviour. This system also means that if we are concerned at any time about the level of behaviour or the standard of work, then we will inform parents and may request them to visit school to discuss the problem. It is essential that we have your full support in developing good behaviour and discouraging unwanted behaviour in your child.

Certificates are given to class members who have been seen respecting rights each week and these are nominated by staff and pupils.

We Value:

- Everybody's right to learn and teach in a welcoming, safe, caring, well organised and stimulating school environment.
- The involvement of children, staff, governors, parents and carers in the decision making processes of the school.
- Equality of opportunity and regard for all, through nurturing of positive self esteem.

We aim to give **PUPILS:** -

- A welcoming and co-operative school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued.

- Improved self esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners.
- A secure and enriching environment where learning can take place with enjoyment.
- Opportunities that encourage children to work co-operatively together.
- Awareness and sensitivity towards living things and the world in which we live.
- Fair, equal and consistent treatment from all members of both teaching and non-teaching staff.
- Access to support mechanisms within schools.
- Positive role models that they can emulate.
- Active participation in the development and subsequent review of school policy.

We aim to give **STAFF**: -

- An orderly and supportive atmosphere in which effective teaching can take place.
- Active participation in the development and subsequent review of school policy.
- A system which enables them to be involved in the personal and social development of pupils.
- Access to training.
- Advice and support from senior colleagues.
- Regular contact with and support from parents.

We aim to give **PARENTS**: -

- Positive involvement in seeking a constructive solution to any situation involving their child which is causing concern.
- Contact with school staff, when needed, at times appropriate to both school and parent.
- Support whenever required to find a solution to any concern regarding relationships in school.

We aim to give **GOVERNORS**: -

- Active participation in the development and subsequent review of school policy.
- Information of specific and general developments.
- Regular updates regarding behaviour and relationships in school through the Head Teacher's report.

Our approach to behaviour and discipline is positive, believing that everyone in the school has:

- The right to respect from others
- The right to learn and teach
 - The right to feel safe

We believe these rights are most likely to be achieved when children understand their own and each other's rights and the responsibilities which are inevitably linked to this.

We feel that the management of behaviour and the need to develop good discipline throughout the school is a responsibility not only of the headteacher, but for all staff, teaching and non-teaching, parents, governors and the L.A. However we also recognise that the most vital factor in fostering good behaviour is the quality of the relationship between teachers and their pupils.

Rights and Responsibilities

As a Rights Respecting School our pupils learn about the UNICEF Convention of Children's Rights which contains 42 articles related to rights. Our children develop their own charters of rights in the classroom which focus around the following areas:

<u>Rights of children</u>	<u>Responsibilities of children</u>
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<p>I have a right to:</p> <ul style="list-style-type: none"> • Feel safe and happy • Learn • Be treated with respect • Know my property is safe • A clean and tidy school 	<p>I have a responsibility to:</p> <ul style="list-style-type: none"> • Make others feel safe and happy • Help others learn • Respect other people • Respect and care for other peoples Property • Help keep the school clean and tidy
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ENCOURAGING GOOD BEHAVIOUR

To develop respect and good behaviour at our school we emphasise the positive approaches of praise, encouragement and reward. Our system of rewards and encouragement includes: -

- Praise by the teacher;
- Praise from other members of the teaching and non-teaching staff;
- Gem Power stickers and occasionally other reward stickers.
- The awarding of individual and group tokens, based on the respecting of rights.
- The awarding of "class star" certificates in Friday assembly time, given to children identified by staff as showing great respect to themselves or others.
- Informing parents of good behaviour eg "praise pads" or letters sent home.

Consequences for Inappropriate Behaviour

Our priority is to foster positive behaviour and encourage self discipline, but there may be occasions when a child's behaviour infringes the rights of others. At some time all pupils are likely to experience stressful situations and so in this policy we have tried to set out a range of strategies to try to overcome, or at least, minimise these.

When dealing with behaviour it is important that staff should: -

- ◆ Act in a calm and rational way;

- ◆ Avoid confrontation;
- ◆ Listen to the facts;
- ◆ Judge only when sure of those facts;
- ◆ Make the child aware that it is the behaviour rather than the child as a person that will not be accepted.

In such situations there are a series of procedures, with possible consequences, which are followed. Children are placed within a traffic light system in every class. Most children will remain in the "green" light section but may be moved on to "amber" or "red" if necessary. This visual method allows children to physically see and understand the consequences of inappropriate behaviour choices.

A child will be moved into "amber" if :-

- Poor behaviour choices are being repeated during the day (either inside or outside the classroom) which are affecting the rights of other children to learn, to be safe and to be happy.
- If verbal reminders are having no effect.

Consequences for being in "amber":-

- Behaviour discussed with teacher (this may take place during a break/lunch time in order that further learning time isn't lost).
- Child may be removed from the situation - eg time out in a calm place or with another teacher.
- If learning has been missed during the school day this may be sent home to be completed or completed during a break time.

A child will be moved into "red" if :-

- The patterns described above do not improve.
- A serious incident occurs.

Consequences for being in "red":-

- Playtimes/lunchtimes may be withdrawn according to nature of incident.

- Head Teacher/ Deputy Head Teacher may be informed and child will then discuss behaviour with Miss Richardson or DHT.
- A behaviour /goal target sheet to promote positive behaviour may be introduced.
- Child may complete a "reflection" sheet to consider alternative choices/solutions.
- Parents may be informed and invited into school.

Partnership Support from other agencies

If a child continues to have behaviour issues then school may seek advice/expert support from other agencies e.g. educational psychologist, LA behaviour support service. This will only be done after discussion with parents .

EXCLUSIONS

If the above fail to deter repeated, unwanted behaviour then the Headteacher, as a last resort, may have to use the power of exclusion. Procedures for the carrying out of this will be strictly in line with L.A. guidelines.

For pupils who have been excluded for more than 3 periods within a term the Governing Body may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

We endeavour not to exclude pupils for more than 5 days, however in the event that this is unavoidable, the following arrangements will be made:

Searching Bags/Pupils

There may be occasions when staff may need to remove home learning and correspondence from bags, although as children move through the school they will be encouraged to do this independently. Any further need for searching pupils/bags will be done in line with the Department for Education's guidelines (Searching, screening and confiscation), where the pupil will be present along with two members of staff.

The Department for Education Guidance states that Headteachers 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, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
 - Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which 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.

G Richardson

Reviewed September 2021

Next Review Date - September 2022