

COTHERSTONE PRIMARY SCHOOL



POLICY DOCUMENT

BEHAVIOUR POLICY

RESPECTFUL RELATIONSHIPS

Date Revised: September 2020
Date for Review: September 2021

Signed: _____

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Respectful Relationships Policy

Key points

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Aims of the Policy

- To promote good behaviour, self-discipline and respect
- to encourage a calm, purposeful and happy atmosphere within school
- to foster positive, caring attitudes towards everyone where achievements at all levels are valued
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- to prevent bullying
- to ensure that pupils complete assigned work
- to have a consistent and agreed approach to behaviour throughout the school with parental co-operation and involvement
- to raise pupil self-esteem
- to provide clear boundaries and an understanding for acceptable behaviour to ensure physical and emotional safety
- to help pupils, staff and parents have a sense of direction and a feeling of common purpose and to understand both rights and responsibilities

Teaching positive behaviour

At Cotherstone Primary School we believe that positive behaviour in pupils stems from learning core skills and abilities:

- independence and organisation
- self image and self esteem
- motivation
- reflection and self-control

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- attention
- honesty
- co-operation with adults
- collaboration with other pupils
- sociability
- empathy

We believe that it is the duty of all staff at school to actively teach these skills. They can be taught throughout the school day by:

- staff modelling the skills and abilities directly
- setting appropriate boundaries for pupil behaviour
- showing empathy and understanding of pupils
- listening to pupils
- showing respect and understanding to everyone in the school community
- providing feedback in an informative way to pupils
- using positive consequences to encourage the learning of appropriate behaviour
- where necessary using negative consequences to discourage the learning of inappropriate behaviour
- teaching the skills and abilities through the curriculum, assemblies and social intervention groups where necessary.

Responsibilities and Routines

At the beginning of each year the school reviews the Respectful Relationships policy and negotiates a new School charter and individual Class Charters (pupil responsibilities) with the whole school community. These charters are the basis of expected behaviours in the classroom, school and playground. Our School Charter this year is:

As children, we all have the right to:

- education and to learn
- be safe and play
- be heard
- listen and follow instructions
- stop and think before acting
- be honest
- show respect

Each class will work together to establish their own charter, which will allow the classroom to work well and provide a safe, happy and busy learning environment. A lunchtime charter is also agreed by both children and staff.

These can be found on the school website – class teachers to submit them by October 1st.

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Staff Responsibilities

- To insist upon respectful relationships between all staff, children and adults
- to treat all pupils fairly and with respect
- to help all pupils to develop their full potential which includes building positive, trusting relationships and maintaining high levels of self esteem
- to provide a challenging, interesting and relevant curriculum
- to create a safe and pleasant environment both physically and emotionally
- to use positive and negative consequences clearly and consistently
- **to refrain from shouting at pupils under any circumstances unless a pupil is in obvious danger or is not within normal hearing distance**
- to be a good role model
- to form positive relationships with parents and pupils
- to recognise and value the strengths of all pupils
- to offer a framework for teaching the personal, social and emotional Skills and Abilities that underpin the school's behaviour curriculum
- to remind children consistently about good manners and positive behaviour

Parents' responsibilities

- to make children aware of appropriate behaviour
- to encourage independence and self-discipline
- to show an interest in all their child does in school
- to support the school in implementing this policy
- to be aware of the school charters (See attached copies)

Governor's responsibilities

It is the responsibility of the Governing body to ensure that the Respectful Relationships policy is in place and reviewed on a regular basis.

Positive Consequences (rewards)

At Cotherstone School we believe that pupils should be encouraged to behave well and work hard. We use a number of positive consequences. We would like children to work and behave well for the pleasure of the task, but recognise that external consequences or rewards are necessary when appropriate. We use the following positive consequences:

- Use of House rewards ie 'Little People' for good behaviour The 'Little People' merit system is linked to house groups with half termly rewards for the whole group
- non-verbal rewards such as a thumbs up sign or a smile
- praise

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- showing work to another teacher and to the head teacher
- certificates
- star of the week KS1/KS2
- displaying work
- celebration assemblies
- mathemagician of the week
- Awards celebrated in newsletter

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Children's success both in their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Negative Consequences (sanctions)

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible, staff will encourage the pupils to try to resolve disputes themselves and to take responsibility for their own actions.

At Cotherstone school we do this by a staged intervention system. A range of negative consequences might be used in the school. These include:

- withdrawing attention
- completing work at break time
- use of amber and red cards
- trying to make amends for upsetting or hurting others
- writing a letter explaining why things went wrong
- missing a break time
- withdrawal of a privilege. This may include a detention in after school club time
- discussion with the head teacher
- an on-call system for staff and pupil support operates in school

Involving parents

Parents are encouraged to take an active part in the school. We believe that is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour. Red card issues will trigger a conversation with parents.

Procedures in place when there is concern about a pupil's behaviour

If there is concern about a pupil's behaviour his or her parents will be invited to talk to his or her class teacher or behaviour support co-ordinator. This will allow the staff to find out if there are any factors that might be affecting the pupil (for example marital breakdown,

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bereavement or if the child is unhappy in school). The member of staff will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve extra encouragement or a short chat with parents and/or the pupil each week.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the Head teacher or Special Needs Co-ordinator. An Individual Behaviour Plan will be written and discussed with the parents.

After an agreed time the plan will be reviewed and if there has been progress the child might continue with the plan or it might be withdrawn. If progress has been very slow then a referral might be made to a specialist teacher or to the education's psychologist with the parent's permission. (Appendices 2 and 3)

In very exceptional circumstances a pupil might be excluded from school. This will only be done if it is felt after a risk assessment that she/he is a risk to him or herself, to the other pupils in the school or to staff when there would appear to be no other effective alternative. Durham LA procedures/guidance will be followed in these extreme circumstances

Evaluation

This policy will be reviewed at the end of each year and amended as appropriate.

CREATING AN EMOTIONALLY SAFE ENVIRONMENT

Children and young people are only likely to develop core skills and abilities of the Behaviour Curriculum if they are educated in an environment where they feel safe. The following factors might be considered:

Providing an environment where children are listened to

We strive to create a whole school listening culture in which everyone recognises the importance of listening to one another and respecting each other.

Listening to pupils can help pupils feel that they matter as individuals. As far as possible adults should try to use 'Active Listening Skills' with Pupils. These include:

- non-verbal strategies – including body posture, appropriate eye-contact, nods, smiles, facial expression, positive vocalisations,
- encouragers – using words such as 'really', 'I see'
- reflection of content – repeating key words and phrases or summarising the salient points in the message
- reflection of feelings – noticing the hidden messages about feeling and reflecting these back – so you are very angry about what has happened

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Ideally the school tries to be organised in order to find opportunities to listen to what the children have to say. Throughout the school day opportunities can be found for adults to work alongside children to listen to their views and take an interest in the experiences both in school and outside. Examples of these include:

‘Think books’, ‘suggestion and worry boxes’, circle time and buddy system, school council and both in class and school reward system. These are all designed to promote positive behaviour. Positive trusting relationships with adults are seen as prime importance. The school has a trained counsellor, quiet areas for reflection and conversation and staff trained in mental health and wellbeing issues.

SHOWING UNCONDITIONAL REGARD

Children need to know that the significant adults in their lives value them for being them and not just for what they do. Showing unconditional regard is an important element of providing the emotional environment through which children develop a positive self-image. This might include greeting all children positively and by taking an interest in their family and background.

Active listening is about giving full attention to the speaker in a non-directive, non-judgemental way. It is a way of giving thoughtful, undivided attention in a way that communicated Rogers’ core conditions of:

- **Genuineness** – conveys to the other party that the person is being honest, is trustworthy. You have to feel what you say as well as mean it.
- **Acceptance** – which is about not passing judgement, putting aside personal values and prejudices. It is about accepting the other party whatever our perception of their faults, weaknesses.
- **Empathy** – which is about trying to see the situation from the other’s viewpoint, trying to step into the other person’s shoes.
- The school will participate in the Durham Resilience Programme in 2020 to maximise children and adults’ strengths in supporting each other and developing good mental health.

PROCEDURES FOR STAFF

If a member of staff felt unable to deal with an incident without losing control, the following support mechanism would be instigated:

- The member of staff involved would alert another member of staff to the situation and would ask them to deal with it on their behalf or

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- The member of staff involved would ask a child to go to a named member of staff to ask them to come immediately
- The member of staff involved would then leave the situation

STAFF DEVELOPMENT

The feelings, attitudes and responses of teachers are critical influences on the way that children behave in school. We continually work towards finding ways to reduce feelings of isolation and low self esteem and explore ways of providing supportive networks. Challenging behaviour can be very demanding, threatening and make teachers feel inadequate.

Staff meetings provide:

- Emotional support
- Make teachers feel less isolated
- Opportunities to discuss problems
- Opportunities to problem-solve together
- Opportunities for developing professional competence

Assertiveness

Staff need to be able to deal with children in an appropriately assertive way. They are not to shout or raise their voice to an unacceptable level for the children or other members of staff.

By contrast assertive ways of communicating are more open, direct and honest. They do not violate the rights of others or humiliate them.

Procedures following a Permanent Exclusion

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupils to complete. During these initial 5 days of exclusion, the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this. From the 6th day of a permanent exclusion, the LA is statutorily responsible for ensuring that suitable full-time education is provided.

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Discipline in schools – teachers’ powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

Addressing poor behaviour. What the law allows:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, the sanction (including detentions) must satisfy the following three conditions: 1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher; 2) The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet

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educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

- Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
- The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
- The school's behaviour policy must be published on its website (School Information (England) Regulations 2008).

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RECORD OF TIME OUT

ISOLATION

YEAR

..... **CLASS**.....

CHILD	DATE	TIME	COMMENTS

To be used in class and a copy filed in Behaviour File at the end of each half-term

School Charter

In our school, every person matters. At Cotherstone School we all try to:

Show respect by



- ✚ Trusting and listening to one another
- ✚ Speaking appropriately to everyone
- ✚ Celebrating each others' personal achievements
- ✚ Treating everyone fairly

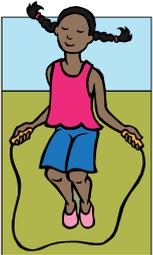
Reduce bullying by

- ✚ Taking action on any kind of bullying
- ✚ Having clear systems and sanctions that everyone knows about and follows
- ✚ Having safe havens and trusted people to report bullying to



Tackle Racism by

- ✚ Having a clear policy which everyone knows about and understands
- ✚ Learning more about different cultures and religions



Contribute to Gender Equality by

- ✚ Treating everyone fairly
- ✚ Taking action on sexist behaviour

Consider Disability by

- ✚ Making sure that everyone can be part of all aspects of school life
- ✚ Taking name-calling seriously and treating it the same as other kinds of bullying



Have a Voice by

- ✚ Using the School Council to discuss policies and issues
- ✚ Making sure that all members of the school community are listened to
- ✚ Pupils helping to decide what happens in school



We believe this is important to help us to understand each other

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Classroom Charters

Class One

- Always put your hand up if you have something to say.
- Be kind and gentle
- Take turns when playing a game.
- Always remember your manners
- Wash your hands often
- Listen to each other and all adults
- Respect yourself and others
- Treat each other how you would like to be treated yourself

Class 2

We promise to...

- Always listen to our teachers.
- Walk sensibly in the classroom.
- Always keep our hands and legs to ourselves.
- Take responsibility for our own things.
- Be kind and caring to each other.
- Always put our hand up if we want to say something.
- Not call out or talk when other people are talking.
- Treat other people how we would like to be treated.
- Include everyone in our games.
- Respect everybody's ideas and feelings.
- Always use our manners.

Class 3

Class 3 Charter We want our class to be a friendly, exciting, positive and safe place. So, we promise to...

- Be ourselves within reason
- Respect other people's religions, beliefs and cultures
- Approach our work positively
- Treat others like you would want to be treated
- Use kind words
- Always try our best
- Take responsibility for our belongings and actions

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Appendix 1

Home – School agreement

Parents are asked to read and sign the agreement

As a parent, my responsibilities will be to:

- Take an active interest in all aspects of my child's school life
- See that my child attends school regularly on time and properly equipped
- Communicate to school all relevant information which may affect my child's work or behaviour
- Notify the school on the first day of absence, if for any reason my child cannot attend
- Encourage my child to follow the school's Respectful Relationships policy and support associated action taken by the school
- Support the school's policy on homework, encourage my child to make the required effort
- Attend parents' evenings and other meetings at which my presence is requested
- Help to maintain the high standards of uniform and appearance expected by the school.

Signed _____ Date _____

The school's responsibilities are to:

- Provide a safe and stimulating environment for your child
- Encourage your child to fulfil his/her potential as a learner and as a member of the community
- Offer a broad and balanced curriculum to pupils of all abilities
- Encourage all pupils to take responsibility for their own actions, feel proud of their achievement and enjoy being a pupil at the school
- Keep parents informed of their child's progress and general school matters
- Insist that pupils observe the schools Respectful Relationships policy
- Set and mark regular homework and provide suitable facilities for homework to be done in school, if required.