

BOWES COTHERSTONE FEDERATION



BOWES HUTCHINSON'S C OF E VA SCHOOL

COTHERSTONE PRIMARY SCHOOL

POLICY DOCUMENT

BEHAVIOUR

BELIEVE, ASPIRE, THRIVE, TOGETHER

Date Revised: September 2023

Date for Review: September 2024

Signed: _____

Headteacher

School Information:

Bowes Hutchinson`s CE Aided Primary School

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Respectful Relationships Policy

The school aims to serve its community by providing an education of the highest quality. The school is committed to all aspects of a 'Rights Respecting School'. 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.

Creating an Emotionally Safe Environment

Children and young people are only likely to develop the 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 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.

Teaching positive behaviour

At the Bowes Cotherstone Federation, we believe that positive behaviour in pupils stems from learning the Core Skills and abilities from our RRS Curriculum rather than teaching specific and individual behaviours. The Core Skills and Abilities are:

- independence and organisation
- self-image and self-esteem
- motivation
- reflection and self-control
- attention
- honesty
- co-operation with adults
- collaboration with other pupils
- sociability
- empathy

We believe that it is the duty of all Federation staff to actively teach the Core Skills and Abilities. 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, Family / House Groups and social intervention groups where necessary.

Responsibilities and Routines

At the beginning of each year, the Federation reviews the Respectful Relationships policy and revisits Ready, Respectful, Safe (Paul Dix) with the whole school community. These charters are the basis of expected behaviours in the classroom, school and playground.

Our School Charter 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.

Protected Characteristics

The Protected Characteristics

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

As a Church of England School, all of God's children are valued.

British Values

Democracy

The Federation works within the principles of the UNICEF Rights Respecting school. Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter. Children have many

opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. The council has its own budget and is able to genuinely effect change within the school. Each council member is voted for by their year group peers. Children have an annual questionnaire with which they are able to put forward their views about the school.

Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, is consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws: that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Across the Federation, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety, PSHE lessons and Collective Worship. Whether it be through choice of learning challenge, of how they record, or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

As Rights Respecting Schools, mutual respect is at the heart of our values. Children learn that their behaviours have an affect on their own rights and those of others. All members of the school community treat each other with respect. Tolerance of those of Different Faiths and Beliefs Bowes is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies and Collective Worships are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

Staff Responsibilities

- To model and encourage 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 communicate to children with a quiet calm voice
- 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

SEND Support

Children who are identified to have Special Educational Needs may need personalised adjustment to the standardised approach. This will be discussed and agreed with the school's SENCo.

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) Within the Bowes Cotherstone Federation, 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 positive consequences can support this.

We use the following positive consequences:

- use of green card merit system as positive consequences. The green card 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
- showing work to another teacher and to the head teacher
- certificates
- star of the week KS1/KS2 – linked to the school vision and values
- presentation award
- displaying work
- celebration assemblies
- 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 making negative choices regarding behaviour. If a child misbehaves staff will ask him or her to consider the choices that they are making 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.

Across the Bowes Cotherstone Federation, we do this by a staged intervention system. A range of negative consequences might be used in the school.

These include:

- use of yellow and red cards. Children receiving red cards will be referred to the Headteacher and parents will be informed.
- completing work at break time
- withdrawing attention
- 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.
- discussion with the head teacher
- an on-call system for staff and pupil support operates in school

Reasons for green, yellow and red cards

The following reasons were agreed with staff and children as to what would constitute each of the cards being awarded:



At Bowes Cotherstone Federation:

You would receive a green card for:	You would receive a yellow card for:	You would receive a red card for:
<ul style="list-style-type: none"> • Working really hard in lessons • Challenging yourself in lessons • Completing neat work • Completing your homework • Being kind and caring • Helping others • Being polite and well-mannered • Being generous • Setting a good example to others • Being supportive • Being a good team member 	<ul style="list-style-type: none"> • Being verbally unkind (on one occasion) • Being disrespectful or inappropriate towards others • Being unfocused in lessons and not ready to learn 	<ul style="list-style-type: none"> • Being verbally unkind (on more than one occasion in a day) • Fighting • Swearing • Physically hurting somebody else on purpose
	<p>You will miss a playtime, spent in class, and have a restorative conversation with your teacher.</p>	<p>You will miss a playtime and a lunchtime, spent with Mrs Gibson, and have a restorative conversation. Your parents will be informed.</p>

Yellow Card Consequences

If a child receives a yellow card, they will engage in a restorative conversation with an adult and miss a playtime spent in class. These incidents will be recorded in the staff room book.

Red Card Consequences

If a child receives a red card, they will engage in a restorative conversation with an adult, miss a playtime and lunchtime, spent with a member of SLT and parents will be informed and the incident will be discussed. These incidents will be recorded on Cpoms.

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 cards 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 the Headteacher. This will allow the staff to find out if there are any factors that might be affecting the pupil (for example marital breakdown, 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 a Home-School Contact Book or a Behaviour Support Plan (see Appendix 1), but this will be specific to the child and the circumstances.

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 explore additional means of support, in terms of in-school interventions to manage emotions and the use of Mental Health Support or the Educational Psychologist (with parent’s permission).

If circumstances did not improve or if red card behaviour continued more than twice, pupils would be required to complete an After-School Detention for 30 minutes.

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.

This policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- Child on child abuse policy
- E-safety Policy
- Suspension and Exclusion Policy
- SEND and Inclusion Policy
- Attendance and Punctuality Policy

Appendix 1 – Behaviour Support Plan



Behaviour Support Plan for:

Reason that a support plan is in place:

Action	Intended outcome	Persons responsible	Review