



## Respectful Relationships and Behaviour Policy

Agreed and adopted by Cheadle Primary School Governing Board

Date: October 2019

Review: October 2021

Cheadle Primary School is a Rights Respecting School which means that the rights of the child are at the heart of our ethos. We are an inclusive school and celebrate diversity and difference. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right to:

- feel safe, healthy and happy
- be treated with respect, dignity and equality
- learn, teach or do their job

*Your education should help you to use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people. Article 29 UNCRC*

As a Rights Respecting School, we teach about children's rights and we strive to model rights and respectful behaviours in all our relationships: those between adults, those between children and those between adults and children.

### Aims

- To establish a culture where children have a right to learn and teachers have a right to teach without disruption
- To provide a system to acknowledge and celebrate success
- To reward good work and good behaviour that respects the rights of everyone
- To use praise and rewards to motivate children and build self-esteem
- To teach children to accept responsibility for themselves and their actions
- To establish clear school and class charters to help children achieve their best and respect the rights of everyone
- To provide a calm, secure and positive learning environment
- To raise standards of achievement and attainment

Whilst emphasising, promoting and rewarding behaviours that respect the rights of everyone, we also have clear consequences which are used in instances where behaviours demonstrate that rights have not been respected. The staff and children decided our system for rewards and consequences.

The following systems and structures are in place to enable us to effectively implement our Respectful Relationships and Behaviour Policy.

### At Whole School Level

- All staff understand the school's core belief about behaviour and treat children as individuals
- All staff promote positive behaviours around school by using agreed routines and clear systems
- Assemblies are used to promote and develop children's personal, social, emotional and behavioural skills
- Positive behaviours around school and at playtimes and lunchtimes are promoted, recognised, rewarded and celebrated
- All stakeholders contribute to the development of our policy and understand and contribute to our ethos of positive behaviour
- There are clear and consistently used systems for managing inappropriate behaviour

### At Classroom Level

- All adults model controlled, respectful behaviours
- Teaching routines incorporate strategies and tasks which promote children's social and emotional development and well-being
- There are clear classroom routines which reduce uncertainty and promote a peaceful, calm and purposeful learning environment
- Appropriate behaviours are taught, reinforced and referenced routinely
- Each class devises their own charter which promotes good social and learning behaviours and is displayed
- Positive behaviours in the classroom are promoted, recognised, rewarded and celebrated
- There are clear and consistent systems, understood by all which are used for managing inappropriate behaviour
- Children are encouraged to identify and recognise their own strengths and those of others
- Children are taught to recognise and value the diversity found within their classroom and beyond

## At Individual Child Level

- Children are recognised and rewarded for demonstrating respectful behaviours
- Adults recognise the differing needs of children

***“Fairness is not giving everyone the same thing, fairness is giving each person what they need to succeed.”***

- We recognise that we may need to develop alternative and bespoke strategies for some children who are unable to respond appropriately to our Respectful Relationships and Behaviour Policy. Alternative strategies must be agreed with the Headteacher, Deputy Headteacher or Mental Health and Well-Being Leader who will then communicate agreed strategies to all staff. Discussions with parents and children must always take place before alternatives being put into place. Children need to be part of the decision making process so that they have an understanding that strategies are being used to help and support them to make the right choices. On occasion, it may be appropriate to seek support from the BSS (Behaviour Support Service) and the Education Psychology Service as appropriate.

### **Possible alternative bespoke strategies might include:**

- Shortened lessons
- Agreed time out of the classroom
- Working for parts of the day in other areas of school
- Meet and Greet in the mornings / end of the day
- Alternative playtime / lunchtime provision
- 1-1 or small group support at playtime / lunchtime
- Practical equipment such as Lego or fidget toys to motivate, break up lessons and aid concentration
- Time targets for work (short, focused tasks)
- Sand Play therapy
- Bespoke reward strategies for use in each lesson (rewards at end of day / week as appropriate)

## Charters

### Whole School Charter

Article 29 *‘Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people’.*

- We have the right to an education so we will always try our best
- We have the right to be respected so we will respect ourselves and others
- We have the right to be protected so we will be gentle towards everyone
- We have the right to be heard so we will listen to others
- We have the right to share our views so we will be kind and truthful

### Playground Charter

Article 31 *‘You have the right to play and rest’.*

- Use kind words
- Include everyone
- Keep hands and feet to yourself
- Put litter in the bin
- Show respect to everyone
- Cheer everyone up!

### Dining Room Charter

Article 24 *‘You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well’.*

- Keep food on your plate!
- Walk sensibly and calmly
- Try to eat all your food
- Show respect to everyone

## **Class Charters**

Class teachers create their own class charters through discussion with their children at the beginning of the school year. Once they have been agreed, charters are clearly displayed and shared with parents and carers. Charters are phrased in positive language to give a clear indication of good behaviour. For example:

- Treat everyone equally
- Include everyone
- Listen carefully to each other
- Make everyone feel safe
- Join in
- Respect everyone

## **Rewarding Good Behaviour and Good Attitudes**

### **Possible Individual Rewards**

- Verbal praise
- Stickers, stamps, certificates
- Medals and trophies
- Star of the Week, Term, Year
- Lunchtime Stars
- Postcard home
- Lunch time Stars.
- Excellent and 100% attendance
- Age-appropriate class-based incentive schemes
- Extra responsibilities and jobs
- VIP / pupil / star of the day
- House points
- Prizes
- Time on technology
- Golden token – golden ticket sent home

### **Possible Class Rewards**

- House points
- Extra playtime
- Trips out
- Ice cream
- Movie and popcorn
- Disco / party
- Earn money for class treats eg. trip out / McDonald's etc.

Teachers should decide their own rewards list within the framework of this policy to suit their class and individuals.

***Please note: in line with our healthy eating policy, sweets and chocolate should only be used occasionally.***

## **House System**

We operate a House System where children are allocated a 'house' within the class and within school. Children can earn on the spot house points for displaying rights respecting behaviours around school, in the classroom, playground and canteen.

### **Celebration Assembly**

Celebration Assembly celebrates success and high standards in work, attitude, behaviour and attendance. Awards include:

- "Well Done" certificates
- Star of the Week certificates, name entered in the Celebration Book and name displayed on Star of the Week board
- Lunch Time Star of the Week certificates
- In School and On Time prizes, best (registration group) attendance award - certificate and trophy
- Play Leaders certificates
- You've Been Spotted certificates
- Writer & Mathematician of the Term certificates
- Star of the Term or Year awards
- Celebration of out of school achievements
- Good Behaviour certificates

## Consequences

If a child chooses to break a rule in school the following procedure is followed:

1. A warning is given, with a clear indication that a repeat of the behaviour will result in a C1 (consequence).
2. If the behaviour is repeated, the child receives a C1 which results in 5 minutes reflection time at break/lunch
3. If the behaviour is repeated, the child will receive a C2 which results in 10 minutes reflection time at break/lunch
4. A child may be given an immediate C2 if the behaviour warrants it, such as:
  - physical or verbal abuse
  - refusing to follow instructions
  - deliberate destruction of property
  - theft

Children who need to complete a C1 or C2, will be sent directly to the staff on duty

5. Each session during the day is a fresh start.
6. ***Please note that for children who have bespoke management systems in place, we may design specific sanctions for such children if C1 and C2 consequences are not working. This will be communicated clearly to staff, child and parents.***

As the result of persistent disruption or rule breaking, children may be given a class exclusion of up to one full day. They will spend an agreed amount of time in school other than in their own classroom with work provided by their own teacher. Parents will be informed on these occasions.

**We recognise that our system of C1 and C2 consequences is not appropriate for our youngest children in school. If sanctions are needed in EYFS, small amounts of 'time out' for reflection are used within the classroom.**

## Serious Unacceptable Behaviour

If a child displays serious unacceptable behaviour (see list below). The following steps will be taken.

- A full investigation of the incident (s)
- A discussion with the child /children / staff involved
- A meeting with the parents concerned
- Where possible, restorative work will be undertaken and support given to all concerned
- Sanctions include classroom or lunchtime exclusions
- Children may receive an informal internal exclusion for either part or a full day – parents will be informed
- At the discretion of the Headteacher a child may be given a fixed term exclusion where Local Authority procedures are followed. **See Appendix 1**

These steps will be followed if a child:

- Physically abuses another person
- Damages property
- Steals
- Bullies
- Uses racist or homophobic language
- Causes a danger, threatening the health and safety of themselves and / or others
- Seriously undermines the discipline of the school

## Physical Intervention

In rare circumstances, and as a last resort, in order to keep children safe, it may be necessary for physical intervention to be used. In such circumstances, the minimum amount of intervention will be used and for the shortest possible time. Any intervention will always be in the best interests of the child.

All incidences of physical intervention are recorded and reported to parents and the Local Authority.

## **Appendix 1**

### **Day one to five of a fixed term exclusion**

Parents are legally required to make suitable arrangements for the supervision of their children for all exclusions of between one and five days inclusively. The school will ensure that all parents of excluded pupils are informed appropriately of their responsibilities with regard to appropriate supervision of their child whilst excluded.

The class teacher will ensure that adequate and appropriate work is provided for completion at home during the period of exclusion. Parents should return completed work and arrange with the teacher to collect more if necessary.

### **Provision for full time education for pupils who receive an exclusion of 6 days or longer**

From September 1<sup>st</sup> 2007, the law requires that this school must ensure that formal arrangements are in place to offer full time, appropriate education, off our school site for any pupil who is excluded for a period of 6 days or longer. We are required to make such provision from the **6<sup>th</sup> day** of any such exclusion.

### **From day six of a fixed term exclusion**

We will be working in partnership with Prospect Vale Primary School, Heald Green, Cheadle, Cheshire. SK8 3RJ

- We will work in cooperation with Prospect Vale Primary School to provide full time education for any pupil from the 6<sup>th</sup> day onwards until the exclusion ends.
- If a pupil receives allocated support, it is expected that this support will transfer with them for the duration of the exclusion.
- If the named school is not appropriate, we will request support from another primary school in the Cheadle area cluster.
- If there are issues of access for any pupil, we will seek to use a suitable school within the Local Authority.

Parents will be expected to work with the school to ensure that their child attends the alternative provision for the duration of the remainder of the fixed term exclusion. If a parent does not ensure that their child attends the provision made, it will be recorded as an unauthorised absence and dealt with by the Educational Welfare Service within their procedures.

### **Planning for the off site provision**

The Headteacher or class teacher will agree arrangements with the parent(s) to plan for the child continuing education during the exclusion. This planning will take place during the first 5 days of the exclusion to ensure that the pupil, parent and both schools are in full agreement with the arrangements for the child to attend the alternative school.

### **Reintegration Meetings**

Following all instances of exclusion, the Headteacher will arrange a reintegration interview at a mutually convenient time for the school and parent. Consideration will be given to using a Pastoral Support Plan at the reintegration meeting which will look at formalising targets for the pupil, school and parent to work together to reduce the likelihood of future exclusions.