



Respectful Relationships Policy

(School Behaviour Policy)

Agreed by the Governing Body on	Spring 2020
Review Date	Spring 2021
Revised Draft	
Person Responsible	Head Teacher

'The best interests of the child must be a top priority in all things that affect them'.

Article 3 of the United Nations Convention on the Rights of the Child.

Rationale

Our Mission at St Bede's RC Primary School is to ensure all children reach their full potential in a caring, co-operative atmosphere, guided by Gospel values. In order to do this, we promote respectful relationships amongst all of our school community and believe positive behaviour is vital in creating a safe and secure learning environment. This links in with our whole school 'Rights Respecting School' ethos, which focuses on the UN Conventions on the Rights of the Child.

By rewarding, promoting and displaying positive and respectful behaviour pupils and staff can work towards this aim at all times. Through challenging and intervening when a pupil behaves inappropriately we aim to assist children to choose the correct behaviour in the future and restore relationships effectively. In order to do this, our school adopts restorative approaches when resolving conflict. We have high expectations of everyone within school and treat all pupils and adults with equal respect.

The implementation of this policy gives everyone clear guidance for how behaviour is managed at St Bede's RCVA Primary to ensure that effective teaching and learning takes place at all times. The policy was devised in conjunction with staff, children, parents and governors.

Values

Our school values are:

- **Respect** – we value, support and empathise with each other
- **Responsibility** – we are responsible for our own actions
- **Reparation** – we try to put things right and display the Christian value of forgiveness.
- **Reintegration** – we can always make a fresh start

Aims and Expectations

We aim to give pupils:

- An understanding of 'right' and 'wrong'.
- The opportunity to be listened to and to negotiate with others in a respectful, restorative way.
- A safe and calm environment in which all can learn.
- Rewards to celebrate and promote positive behaviour in school and on school trips.
- Greater self-esteem and confidence through encouragement and positive feedback.
- An understanding of personal, social and community responsibilities.

We expect pupils to:

- Be polite and respectful to everyone in our school community.
- Take responsibility for and accept consequences of their actions.
- Express their feelings in a positive way and be mindful of the views of others.
- Make it as easy as possible for everyone to learn and for the teachers to teach.
- Represent the school well during educational visits.

We aim to give staff:

- A calm, safe and ordered learning environment in which to teach.
- Peer support in staff meetings to enhance relationships and wellbeing.
- Full use of the restorative approaches model in order to resolve conflicts efficiently and respectfully.
- Access to relevant training and support from the Senior Leadership Team.
- Regular opportunities to discuss pupil behaviour and seek support from wider agencies whenever necessary, with support from the Special Educational Needs and Disability Co-Ordinator.

We expect staff to:

- Promote and uphold the Respectful Relationships Policy.
- Use restorative approaches and the 'good to be green' system consistently and fairly.
- Ensure the Respectful Relationships Policy does not discriminate against any pupil.
- Receive appropriate training in order to implement the Respectful Relationships Policy.

We aim to give parents:

- Clear guidelines in supporting this policy through leaflets, newsletters, texts, family learning sessions and the school website.
- Pro-active, positive involvement in resolving conflict and challenges that their children are facing.
- Support from school staff when necessary.
- Regular updates about their child through parents' evenings, conversations, termly reports, annual reports, texts and celebration assemblies.

We expect parents to:

- Promote and uphold the Respectful Relationships Policy.
- Be polite and courteous to staff members at all times.
- Work with school to support their child's positive behaviour.
- Respect the authority and professionalism of staff.
- Alert staff to any circumstances which may result in their child displaying a change in behaviour.

We aim to give governors:

- Active participation in the development and review of policy in school.
- Access to relevant training and updates on behaviour in school.
- The opportunity to be part of the celebration of positive behaviour.

We expect governors to:

- Promote and uphold the Respectful Relationships Policy.
- Monitor behaviour in school and assist in any exclusions if necessary

Strategies and Implementation

Restorative Approaches

A restorative model in school focuses on the impact on relationships and how they can be successfully restored and maintained. Restorative approaches are used in all areas of school e.g. in class, on the yard and in the lunch hall. They are usually a brief restorative discussion where children (and adults if necessary) can have their say, listen to the impact of their actions on others and come up with ways to move forward.

The emphasis is on reparation and reintegration and encourages children to express and listen to how their behaviour has affected others, working together to find solutions. It promotes effective conflict resolution skills, providing children with a forum to 'have their say and be heard.'

The following questions are asked to those who have been affected which focus on resolving the situation and all staff use these:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What needs to happen/what do you need to do now to move forward?

Year 5/6 pupils have been trained as mediators. They carry out restorative approaches in the playground to resolve minor disagreements which do not require adult intervention. Mediators inform an adult in school of the conflict if they feel this is necessary.

We teach PSHE in our curriculum to help children to develop emotional literacy and developing methods of conflict resolution is part of this programme. The language of restorative approaches is modelled by all staff throughout school as part of everyday life.

'Good to Be Green' Behaviour Monitoring System

Our 'Good to be Green' behaviour monitoring system works in partnership with our restorative approaches model to celebrate and reward good behaviour whilst also discouraging inappropriate choices.

Each class has its own Good to be Green chart, with every child having their own pocket with a green card in place. The aim of the system is for children to keep their green card each day. If a child stays on green all day they receive 2 house points. If they remain on green all week they receive 30 minutes of 'golden time' at the end of the school day on Friday, in which a range of enrichment activities chosen by the children take place.

Children can also earn 'privilege cards' for demonstrating exceptional behaviour, respectful relationships or improvements and they receive a text home and a silver card placed in their chart.

Our school council agreed a set of actions that indicate 'green', 'amber' and 'red' behaviour. These are displayed in school.

On occasion, when pupil behaviour disrupts learning, staff can issue the following in order:

1. Verbal warning
2. Verbal warning
3. Amber card
4. Red card

An amber or red card may also be given immediately in exceptional circumstances where the behaviour is deemed to be significantly disruptive enough to warrant this. The school council also decided upon these behaviours. After an amber or red card has been issued, children have a 'fresh start' and are able to work their way back to green by acknowledging responsibility and repairing the harm they have caused to others.

The cards are displayed in the child's chart pocket. A text is also sent home at the end of the day informing parents if their child has received a red card and why, encouraging the parents to discuss this with their child. This will be followed up by a consequence for the pupil of missing some of their 'golden time'. If a child receives an amber card they will also be required to miss some of their golden time. If a pupil misses any of their golden time, they will be asked to reflect on how they can improve their behaviour the following week and may also be required to complete any work that they may have missed due to their choices disrupting their learning.

If a child receives several red cards in a short space of time, a restorative meeting will be set up with all involved. We encourage children to offer their own suggestions regarding resolutions. Parents may be invited in to school to discuss the issue.

Implementation of 'Good to Be Green' and Other Rewards

All staff and volunteers have the right to be treated with respect and fairness. All adults working in school can issue privilege cards, stickers and also 'house points'. Children with the most 'house points' each week are rewarded in assembly with a sticker. The house with the most points wins the school trophy. Certificates are also awarded in assemblies to celebrate a variety of achievements and lunch time staff nominate children with exemplary lunch time behaviour to sit at a 'top table' every week. Staff may sometimes also use extra short term rewards as an incentive for something specific to their class.

Verbal warnings may also be issued by all. For amber or red cards, lunchtime supervisors, external agencies and volunteers should consult the pupil's teacher in the first instance. Lunch time supervisors can, however, ask a child to take some 'time out' from play to think whilst outside if they deem this necessary. If a teacher feels more severe consequences are required than deducting minutes from golden time (e.g. missing play times), they must first discuss it with a member of the SLT and this action will be noted on the behaviour log on the school safeguarding system. The Head Teacher and Deputy Head Teacher will monitor behaviour records.

In some instances, individual children may require a personalised behaviour monitoring strategy to suit their needs. If this is the case, the class teacher will report this to SLT and it will be discussed with parents.

Behaviour on trips (educational visits, sporting events, etc)

Positive, respectful behaviour and conduct expected within school is also expected during any events/trips and will be dealt with in the same manner. Any incidents will be dealt with upon immediate return to school and may result in the pupil's exclusion from further events/trips. If a trip leader decides a child needs to be returned to school during that particular outing due to unacceptable behaviour, the Senior Leadership team will be consulted. Parents/Carers will be informed that this has taken place.

'Team Teach'

To protect the safety of a pupil or pupils then where necessary the 'Team Teach' approach will be used by trained members of staff.

Power to Search Pupils for Weapons

The Violent Crime Act 2006 allows the Head Teacher to conduct a 'without consent search' *for weapons only* with another member of staff present, and can authorise (although not require) other staff members, to search pupils. The search should be conducted in a private place and must have two staff members present, and searches must be the same sex as the pupil. The pupil can be required to remove outer clothing (including blazers). If this is refused a searcher can use reasonable force to remove it. There always remains the option of calling the Police, who may decide to conduct a search themselves. The legal power for school staff only extends to weapons and if the school felt it was necessary for a pupil to be searched for some other reason (e.g. illegal drugs or stolen property) this should be carried out by the Police.

Exclusions

Exclusion is the most extreme measure the school can take and is only involved where all restorative measures have failed or in extremely serious instances.

If a child is at risk of permanent exclusion, the Local Authority will be consulted.

Bullying

Please see our 'Anti-Bullying Policy'.

Review

This policy will be reviewed every year by the Head Teacher, Deputy Head Teacher and Governors.