

Hunwick Primary School Respectful Relationships Policy

1 Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 Our Respectful Relationships policy is not a system to enforce rules, but a system focused upon promoting good relationships, so that people can work and use language together with the common purpose of respect in order to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way following a set of rights and responsibilities as part of our school ethos.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this policy in a consistent way allowing everyone to voice their opinion.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and respect to parents and other children of their own and other cultures. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Consequences

2.1 The school runs a system which praises and recognises good choices. It also includes a number of strategies to deter children from making poor choices. Children's actions and the consequences of those actions can be linked to four key principles. Through these, the children accept their rights as citizens and also their responsibilities. Children understand that we have a responsibility to:

1. **Be kind and respectful to others**
2. **Learn as much as we can and help others to learn**
3. **Keep ourselves and others safe**
4. **Look after our school**

These are referred to when talking to the children with about both positive and poor choices they may have made and the consequences of these.

Rewards

Children are rewarded through praise. Staff will aim to relate positive comments to the Charters. Star cards are also given by all staff which are collected and counted; each child is allocated a house and houses compete over a half to collect the most star cards and have their house colour ribbon attached to the 'Phoenix Trophy'.

A Star of the Week is chosen, reflecting any child's effort to improve significantly and can be shared as a good example to all. As well as a writer of the week and mathematician of the week; all three focus very much upon how good attitudes lead to good progress and success.

From Year 1 to Year 6, rewarding effort and improvement in academic work is done through awarding merit points. A bronze badge is awarded for 50, silver for 100 and gold for 150 merit points. Certificates are given for 25, 75 and 125 points. Other badges of recognition are given at 200 points and multiples of 50 beyond this. Merits are recorded and displayed on class charts. They may also be indicated in children's written work using an 'M' or a sticker.

Consequences

When children choose to make poor behaviour choices, the following system is used. It links directly with the Charters.

1. Verbal reminder of rights and responsibilities.
2. Remove from group or class for a fixed, age-appropriate length of time.
3. A standard letter is sent home informing parents/carers of this. This step also has the immediate consequence of removal from the group or class for a fixed, age-appropriate length of time.
4. Standard letter requesting a meeting between the class teacher and parents/carers.

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The system is tracked using a simple tracking sheet which is kept on a clipboard in classrooms. The Headteacher or other members of the Leadership Team may become involved if a member of staff has specific concerns or begins to recognise regular patterns of negative behaviour choices.

The system is followed by all staff, including lunchtime staff who use a card system when poor behaviour choices are made. Teachers record these cards using the tracking sheet.

The children are aware of this system and are regularly reminded of their rights and responsibilities; they therefore know the consequences of their actions, both to themselves and to others. Issues surrounding incidents where abuse of children's rights are found may be discussed during circle time activities linked to the SEAL curriculum and UNICEF Right of the Child articles.

4 Verbal and Physical Aggression

Incidents involving verbal or physical aggression are referred immediately to the Headteacher or a member of the Leadership team. The incident is logged on the Behaviour Database on the school network. Parents/carers of both victims and aggressors are informed as appropriate. If patterns of aggressive behaviour emerge, other agencies may become involved.

5 Severe Incident Clause

A severe incident can include bullying, discrimination, wilful damage, theft and possession of objects likely to cause harm.

Procedures for dealing with a severe incident:

1. As soon as a severe incident occurs, the Headteacher or member of the Leadership Team must be informed.
2. Those involved are listened to in a sensitive manner and their views taken seriously. They will be informed of what action will be taken and reassured that all possible steps will be taken to ensure their safety.
3. Parents/Carers of perpetrators and victims will be informed of the severe incident at the earliest opportunity.
4. Parents/Carers of children directly involved in the severe incident will receive information regarding any actions being taken by the school and may receive suggestions about appropriate actions required on the part of the parent/carer.

5.1 Bullying

The school does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences. We deal with all reported incidents of bullying very seriously and follow the procedure outlined in our Anti-bullying Policy, copies of which are available from the school office upon request. We also have a variety of information leaflets available covering all aspects of bullying, again available upon request.

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5.2 Tackling Discrimination

Any incident of discrimination is unacceptable. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil/person who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Headteacher or member of the Leadership Team and inform him/her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the notable incident book (kept in the main office);
- inform both sets of parents.

Further information can be found in the school's Equality and Diversity policy.

5.3 Wilful Damage & Theft

Incidents of wilful damage to property and theft are treated very seriously at Hunwick Primary School. Incidents will be investigated and parents informed.

5.4 Possession of Objects Likely to Cause Harm

The Violent Crime Reduction Act 2006 makes it lawful for certain school staff to search suspected pupils for weapons without consent. At Hunwick Primary School, if such a suspicion arises, parents and/or appropriate agencies such as the police will be called immediately. No searches will occur prior to this unless there is a danger of immediate harm to themselves and others.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

6 Fixed Term Exclusions

During an exclusion of up to 5 days the parents of the excluded pupil will be given work for the pupil to complete at home. This must be completed and returned to school. They 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. In situations where the exclusion is for 6 consecutive days or longer the child will be educated within Sunnybrow Primary School accompanied by a member of our staff.

Further information on exclusions can be found within the Exclusions policy.

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7 The responsibility of the class teacher

- 7.1 It is the responsibility of the class teacher to ensure that the school charters are respected and followed in their class, and that the children act in a responsible manner during lesson time.
- 7.2 The class teachers in our school have high expectations. They strive to encourage respectful and positive relationships and encourage all children to work to the best of their ability, allowing them opportunities to voice their opinions.
- 7.3 The class teacher treats each child fairly and follows the Rights Respecting Charter consistently. The teacher treats all children in their class with respect and understanding and have responsibilities to their class to follow a fair and consistent code of rights and responsibilities.
- 7.4 If a child repeatedly denies other people of their rights in class, the class teacher will keep a record of this. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if this continues, the class teacher seeks help and advice from the Headteacher.
- 7.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA support service.
- 7.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy and reporting of respectful relationship choices is encouraged. The class teacher, following consultation with a member of the Senior Leadership Team, may also contact a parent if there are concerns about the welfare of a child.
- 7.7 Adults in school recognise it is their role to teach children the difference between what is fair and unfair, and children are made fully aware of justice at a global and local level.

8 The responsibility of the Headteacher

- 8.1 It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the respectful Relationships policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 8.2 The Headteacher supports the staff in implementing the policy and models rights respecting behaviour.
- 8.3 The Headteacher keeps records of all unsafe behaviour as required by OFSTED.
- 8.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unsafe behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

9 The responsibility of parents

- 9.1 The school works collaboratively with parents, so children receive consistent messages about our respectful relationships at home and at school.
- 9.2 We explain the Rights of the Child school charters and our ethos in the school prospectus, and we encourage parents to read these and support them.
- 9.3 We encourage parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child.
- 9.4 We encourage parents to understand our Respectful Relationships policy in order to support the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10 The responsibility of governors

- 10.1 The governing body has the responsibility of setting down these general guidelines within the Respectful relationships policy, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 10.2 The headteacher has the day-to-day authority to support the Respectful Relationships policy, but governors may give advice to the headteacher about particular issues. The headteacher must take this into account when making decisions.

Mr S Joyce

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