**Relationship, Care and Behaviour Support Policy**

**Hendal Primary School**



**Relationship and**

**Behaviour Policy**

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**Lead Personnel**: Headteacher

**RELATIONSHIP, CARE AND BEHAVIOUR SUPPORT POLICY**

Throughout policy and procedure acknowledgement and consideration will be given to a child’s experience of trauma and how this can affect pupil’s behaviour.

This policy will be used in conjunction with the Safeguarding policy, SEND policy and the Anti-Bullying policy.

**AIMS**

* To establish and maintain approaches towards relationships, care and behaviour support that are consistent throughout the school.
* To ensure that all members of our School feel safe, valued and respected within the environment we collectively create.
* To establish a clear understanding that we all have a right to learn to the best of our ability and to ensure that everyone has equal opportunity to do so.
* To ensure that relationships, care and behaviour support strongly supports our school values and high expectations at all times throughout the school.
* To celebrate positive relationships, care and behaviour support which are rewarded and praised consistently, both formally and informally by teachers, support staff, lunchtime assistants, office staff and governors and all other staff.
* To ensure the consistent implementation of consequences which are clear and fair.
* To ensure that all members of our School behave with respect, care and consideration for others.
* To ensure that parents understand and are directly involved, wherever appropriate, in implementing and supporting school policy.

# Hendal Primary School Code of Relationships, Care and Behaviour Support

All members of Hendal Primary School will:

* Be courteous, considerate and respectful towards everyone
* Always listen to others and take turns in conversation
* Work hard and always try our best in all areas of our learning and teaching
* Look after property and all resources
* Tell the truth at all times
* Treat everyone equally, honestly and fairly using good manners
* Take pride in ourselves, our achievements and our school

# Classroom Relationships, Care and Behaviour Support

# Class teachers must have consistently, high expectations of children’s attitudes to learning, relationships, care and behaviour support.

**Strategies to promote positive relationships, care and behaviour support within the classroom.**

The Classroom

* A calm classroom
* Welcoming staff
* Time to be listened to
* A calm space in or nearby the classroom
* Mindful minute
* Mindfulness Toolkit
* Visual Timetable
* Belong Aspire Achieve board

Moving around school, entering and leaving the classroom/hall

* Walk quietly in a single line
* Go directly to their ‘work place’ in the classroom
* No entry to classrooms and cloakrooms permitted during break times and lunch times unless supervised by staff
* Classroom organization
* Adaptive teaching – accessible for all
* All children engaged with learning
* Seating plans for tables/carpet area
* Visibility of whiteboard, learning/teaching resources
* Access to resources
* Flow of movement around class
* level of adult support
* Work stations
* Reasonable adjustments including ear defenders, chew buddies, fidget toys, sensory cushions
* Traffic light visual reminder of positive behaviour choices in ALL classrooms and learning areas

Staff positive role modeling

* Model highest standards of courtesy, respect, care, helpfulness and expect the same of all children

Rewards and praise

* Use of Team points and other agreed reward systems such as Jigsaw sticker chart and verbal praise to consistently follow school expectations
* Weekly emails to parents/carers 2 x each class
* Weekly mentions assemblies
* Half termly reward afternoon with planned and structures activities.
* Termly Team Point Reward for the team with the most team points

**The Role of All Staff**

The responsibility for ensuring that our expectations of our relationships, care and behaviour support are effective and consistently applied belongs to all members of the school community throughout the school day, in all parts of the school grounds and includes journeys to and from school.

Where children operate under different expectations and interpretations of our code of conduct, the policy is undermined and compromises the ethos of our school.

Where any member of staff considers that the aims of this policy or code of relationships, care and behaviour support is being breached during lesson time, they have a responsibility to address this in line with the appropriate range of agreed strategies and with reference to the teacher in charge of the lesson.

Where there is the opportunity to reward or praise positive behaviour, all staff share the same responsibility to do so.

**The Role of Lunchtime Assistants**

Lunchtime assistants may award stickers for positive behaviour to reward and encourage children who are ‘doing things right’. Some children may be given a card and after collecting a full card of stickers the child will receive a lunchtime certificate in Mentions Assembly.

The role of Lunchtime assistants is crucial to the smooth running of the school and to the effectiveness of children’s learning. If the relationship, care and behaviour support policy is not adhered to they will:

* Make the child aware of what they are doing and remind the child of the appropriate behaviour
* Give the child a second reminder
* If the behaviour continues the child will be given some reflection time on the school reflection benches in KS1 or KS2 playgrounds.
* At the end of lunchtime any messages will be passed to the appropriate class teachers and shared by them with parent/carers at the end of the day if necessary.
* The class teacher will then follow-up and confirm any consequence as a result of the misbehaviors.
* If the behaviour continues or other serious behaviour occurs or if the behaviour is unsafe or serious enough a member of the SLT will be called and will intervene immediately.

Lunchtime assistants will have the opportunity to formally discuss their role with the Headteacher half- termly.

# Reward System

Positive behaviour and effort will be rewarded by:

* Written praise and encouragement on children’s work.
* Individual verbal praise.
* Team points are awarded for positive behaviours.
* Stickers for good work, behaviour and positive attitudes around school.
* Star of the Week certificates and badges. Stars of the Week and teachers’ mentions are recorded in the Mentions Book and read out in Friday’s Mention’s Assembly. Stars of the week will have their names included in the weekly newsletter. Children who are mentioned have their names on the mentions board outside Mrs Ashton’s office.
* Badges are awarded in assembly when child achieves specific milestones or for outstanding work, behaviour and personal achievement.
* Half-termly class reward in last week on half term to reward all persistently well behaved children.
* Attendance awards are made termly and annually to reward children who achieve 100% attendance and also for children who’s attendance has greatly improved.
* The ‘Hendal’ cup is awarded to the class who achieve the highest weekly attendance. The class who wins the overall attendance for the year has a visit from the ice cream van in July.
* The Hendal ‘dog’ is awarded weekly to the class who wears their uniform with pride (including PE kit) and are positive role models.
* The Hendal ‘bear’ is awarded to the class for special effort in learning and good behaviour choices and upholding our British Values.
* Lunchtime assistants award stickers for positive behaviour in the dining room and on the playground.
* Breakfast club award stickers for positive behaviour during Breakfast club hours.

**Conflict Resolution**

All children from time to time have conflicts over a wide range of issues. It is vital that these are dealt with correctly.

Dealing with conflicts:

**Restorative Practice**

* Decide upon a suitable time to deal with the issue. If you are unable to investigate immediately, explain to the children when you will do so. Always follow-up at the earliest opportunity.
* Listen to all parties concerned individually or collectively and record important details in a brief report. (Record on CPOMS if needed) Use open questions and deal with the primary concern.
* Assure the children that the situation will be dealt with until it is resolved.
* Make the children aware of the consequences of their actions and any rules they have not followed.
* Offer appropriate pastoral support or mediation to the children.
* Take the necessary action in line with the formal consequence procedure including informing relevant adults in and out of school as appropriate e.g., Class teacher, SLT, Lunchtime Assistant, Sports Coach, Learning Mentors, Parent/carers

**Formal Consequence Procedure**

If an informal strategy fails to bring about a change in a child’s behaviour, or an individual incident is considered to be of a sufficiently serious nature then the Formal Consequence Procedure will be applied.

This procedure is an escalating scale of response, designed to manage all unacceptable behaviours whilst providing opportunities for children to feel supported to improve their behaviour.

Unacceptable Behaviours

* Persistent calling out in class
* Refusal to follow instructions
* Damaging to learning resources or the environment
* Inappropriate language
* Any disruption which is detrimental to teaching and learning

In the case of serious incidents, a teacher may wish to ‘fast track’ the process e.g., refusal to follow or ignoring instructions, bullying, theft, violence, significant behaviour, rudeness or racism. In such cases the member of staff should refer the incident to a senior colleague (Senior leader, Assistant headteacher, Deputy headteacher or Headteacher)

Continuum of Consequences

* 1st Verbal reminder - opportunity to correct behaviour, teacher clearly states what improvement is required the child’s name/photo remains on green on the classroom traffic light.
* 2nd warning the child’s name/photo is moved to amber on the classroom traffic light and 5 minutes of playtime is lost supervised by the class teacher.
* 3rd warning the child’s name/photo is moved to red on the classroom traffic light. This results in a loss of 10 minutes of playtime or 10 minutes of lunch time, supervised by the class teacher. Children are not allowed to earn their time back. The traffic light will be reset to green at playtime and at lunchtime to allow children to make the right choices in the next lesson.
* Children may be asked to sit at their own workstation if they disrupt others learning.
* A child may be asked to work in or outside another class which is not their own.
* A Telephone call home to report and discuss unacceptable behaviour.

If Unacceptable Behaviour Continues

* Children will be given a Positive Achievement Book where adults will work with children to support them to make the right choice and sustain their positive behaviour and attitudes for learning.
* Informal and formal meetings with parents/carers and an individual behaviour plan established which is regularly reviewed
* Involvement/referral to external agencies e.g., WISENDSS
* Children will be unable to attend after-school clubs, visits off site, residential visits, school swimming (where risk assessments deem behaviour to pose a threat of danger to themselves or others)
* Internal Suspension means a child is working out of class within school for a stated period of time and is supervised by a senior member of staff and a formal letter is sent out to parents.
* Suspension (Fixed term)
* Suspension (Permanent)

The governing body will be kept informed of all internal and external suspensions.

Corporal punishment will not and must not be used under any circumstances.

Corporal punishment is defined as any degree of physical contact which is deliberately intended to punish a child, or which is primarily intended to cause pain or injury or humiliation (Sections 548 to 550 of the 1996 Act). The ban on this is absolute. It applies regardless of the seriousness of the child’s misbehaviour, or the degree of provocation involved. In addition, depriving a child of food or drink is unlawful. In the school situation this covers those times such as breaks, lunch and periods where children normally have access to food and drink.

**Suspensions**

There are three types of exclusion:

Fixed term for 15 school days or less.

If a child is suspended for 15 days or less, parents have no right of appeal. However, the Discipline Committee of the Governing Body has a duty to listen to any representation a parent may wish to make, although they cannot overturn any suspension of less than 6 day.

Fixed term of 16-45 days

For fixed term suspensions exceeding 15 days and permanent suspensions, the clerk to the Disciplinary Committee must convene a meeting to consider the suspension. (Including any amalgamation of more than 15-day suspension in any one term.) The school remains responsible for setting and marking work during the suspension process. When suspensions exceed 15 days the LA will liaise with the school to ensure educational provision is being provided, and will assist with these arrangements if necessary.

Permanent

A permanent suspension means that a child is not anticipated to return to that school. During a suspension of any length, it is important that the child does not go into the school site at any time, unless invited for a Discipline Committee Meeting.

The decision to suspend a child from school for any length of time should not be taken in the heat of the moment. The Headteacher should ensure he/she has all the relevant facts and firm evidence to support any allegations made before making a decision

When is suspension appropriate?

A decision to suspend a child for a fixed period or permanently should only be taken:

• In response to serious breaches of the school’s Relationship, Care and Behaviour Support Policy

• If a range of alternative strategies (Using the Formal Consequence Procedure) has been tried and the unacceptable behaviour continues to present itself.

• If allowing the child to remain in class would seriously harm the education and welfare of the child and other members of the school community.

Only the Headteacher can suspend a child from the school. In the Headteacher’s absence, authority is delegated to the Deputy Headteacher.

Before the decision to suspend is taken, the Headteacher (or Deputy Headteacher) will take the following steps

• Take time to consider all the relevant facts and not act ‘in the heat of the moment’.

• Allow the child concerned to give their version of events.

• Check whether an incident appeared to be provoked by racial, verbal, emotional or physical harassment.

After the decision to suspend has been made (fixed term of 15 days or less) the Headteacher will:

• Notify the parents immediately, ideally by telephone and send a letter within one school day.

• Inform the Chair of Governors and the LA immediately if the suspension means in total that the child has missed more than 15 days in a term or will miss a SATs test.

• Collate all the relevant evidence.

After the decision is taken to exclude (fixed term more than 15 days, or an aggregate of more than 15 days in any one term) the Headteacher will:

• Notify the parents immediately, ideally be telephone and send a letter within one school day.

• Inform the Governors Discipline Committee and the LA immediately.

• Collate all the relevant evidence.

After the decision has been made to permanently exclude a child, the Headteacher will:

• Notify the parent immediately, ideally by telephone and send a letter within one school day.

• Inform the Discipline Committee and the LA immediately if the suspension means that in total the child has missed more than 5 school days in a term or will miss a SATs test.

• Complete and collate all relevant evidence, including the PEX form.

Parents have a right of appeal against a decision to exclude the child if he/she is excluded for more than 5 days. Parents should contact the school and ask to speak to the Chair of the Discipline Committee.

Children who are excluded will always be physically handed over to their parent or career.