

Rosa Street Primary School



Rosa Street
Primary School

Respectful Relationships (Behaviour) Policy

Policy Reviewed: September 2018

Head Teacher: Mrs H Ashton

Chair of Governors: Mrs K Bage



A member of the Cleves Cross
Learning Trust

ROSA STREET PRIMARY SCHOOL

Respectful Relationships Policy **Reviewed September 2018**

Aims

To develop a positive school atmosphere involving a sense of community based on mutual respect and positive relationships between all its members where good behaviour is valued, expected and recognised.

Children are involved with developing classroom, dining hall and playground charters where their rights and responsibilities are outlined using the United Nations Conventions on the Rights of the Child and all children and adults are aware they are accountable for what happens in our school. The policy is therefore 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.

Objectives

- 1 To foster relationships where mutual respect is shown towards all members of the school and wider community, whether they be adults or children. All members should feel valued and aware of their self worth.
- 2 The school has a number of school charters. 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 Rights Respecting school ethos.
- 3 We treat all children fairly and apply this policy in a consistent way allowing everyone to voice their opinion. (Article 13 UNCRC) United Nations Conventions of the Rights of the Child).
- 4 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. (Article 19 UNCRC)
- 5 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 as outlined in Article 29 UNCRC. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviours.

Rewards and Sanctions

We praise and reward children in a variety of ways:

- Praise, congratulation and encouragement

- Stickers and stamps on cards
- Team points
- Share our work with others, including teachers and parents
- Our name on the Awards Board – pupils of the week and team of the week with a prize for one lucky member (picked out of the box by their team captain)
- Head Teacher stickers and awards
- Termly certificates
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work and celebrate their talents & personalities (Article 29 UNCRC).
- We also acknowledge all the efforts and achievements of children, both in and out of school through clubs etc (Article 15 UNCRC)

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 agree the charters at the beginning of the year and accept their rights as citizens and also their responsibilities. Each class displays these and also agrees to our shared lunchtime and playtime charters (UNCRC 24 and 31)

Consequences/Sanctions:

- *Verbal Warning* – this is a verbal reminder to encourage children to follow the school rules.
- *Five Minutes Time Out* – this is the first consequence for continuing to display unwanted behaviour.
- *Lose Five Minutes of Playtime* – a second consequence.
- *Removal from Classroom* – as a third consequence children are sent to another classroom with work that can be completed independently.
- *Head Teacher* – as a final sanction pupils' are sent to the Head Teacher and parents are informed where necessary.

Further sanctions may be decided by the Head Teacher. It may be necessary to impose sanctions that eliminate a child from certain activities for their own safety. This level of sanction would be discussed with the parent before implementation.

- We expect children to listen carefully in lessons.
- If a child denies other children their rights to safety and respect, the teacher reminds them of other children's rights in the classroom with reference to the charters. This may be recorded as a 'warning' – a specific reminder that we have agreed a charter.
- Repeated behaviour that fails to recognise other children's rights or go against our charters will result in children receiving a consequence i.e. being given "time out" during lesson time and possibly break time. This is a graded system of timed reflection for pupils to discuss, draw or write their reasons for their actions and an opportunity for alternative strategies and decisions to be discussed. It would first happen within the child's classroom, then in another classroom and then during an appropriate break time.

- A child's right to safety is paramount in all situations. If a child endangers the safety of others, the class teacher may stop the activity to ensure the classroom environment is safe to continue.
- Incidents of bullying are recorded by the class teacher through our CPOMS system and the Head Teacher is alerted. If a child repeatedly acts in a way that upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to the child accepting their responsibilities whilst in school.
- We expect children to understand that they have the right to make informed choices and they must all be responsible for their actions.
- Serious incidents are recorded on CPOMS and shared with relevant staff.
- Any incidents where abuse of children's rights are found will be discussed during circle time activities linked to the SEAL and UNICEF Right of the Child articles.

The responsibility of adults in school

- It is the responsibility of all adults to ensure that the school charters are respected and followed in school, and that the children act in a responsible manner at all times.
- All adults in our school have high expectations. They strive to encourage all children to work to the best of their ability, allowing them opportunities to voice their opinions (Article 13 UNCRC).
- Adults treat each child fairly and follow the Rights Respecting Charters consistently. All children in class are treated with respect and understanding and have responsibilities to follow a fair and consistent code of rights and expectations.
- 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 relevant people both in school (e.g. SENDCO) and outside school (e.g. Social Worker or LA support service) to ensure the child's needs are met (Article 27 and 29 UNCRC).
- 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.
- 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 as outlined in Article 14 UNCRC.

The responsibility of the Head Teacher

- 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 Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports the staff in implementing the policy and models rights respecting behaviour.
- The Head Teacher keeps records of all unsafe behaviour as required by OFSTED.

Exclusion of pupils

Every member of school will work towards a target of ensuring children are not excluded from school. This will include working closely with children, colleagues, support staff, parents and outside agencies in the interest of the child. However, in the event that exclusion is unavoidable procedures in line with County guidance will be followed.

Behaviour Outside of school

The school respectful relationships policy relates to all circumstances when pupils are being supervised by or in the care of a member of school staff, whether on or off school premises. An acceptable standard of behaviour is also expected from pupils on their way to and from school. Any incident of pupils reportedly behaving inappropriately outside of school will be discussed with the pupil concerned and when appropriate parents will be informed and asked for their co-operation in ensuring acceptable behaviour.

The responsibility of parents

- The school works collaboratively with parents so that children receive consistent messages about our respectful relationships at home and at school.
- 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.
- 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.
- 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 complaints process can be implemented.

The responsibility of governors

- 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 Head Teacher in carrying out these guidelines.
- The Head Teacher has the day-to-day authority to support the Respectful Relationships Policy, but governors may give advice to the Head Teacher about particular issues. The Head Teacher must take this into account when making decisions.

Use of Reasonable Force

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

What is Reasonable Force?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.

- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using Force

- A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:
 - the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
 - the 'double basket-hold' which involves holding a person's arms across their chest; and
 - the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff Training

The Head Teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.