

## **Bearwood Primary and Nursery School Relationships Policy**

**At Bearwood Primary and Nursery school we believe that at the heart of effective teaching and learning is the quality of the relationship between the pupils and their teacher.**

### Introduction

**At Bearwood Primary and Nursery School we aim to give every child the best possible start in life by:**

- Providing opportunities for all pupils to learn and achieve;
- Promoting pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

'Every child has the right to an education which develops their ability, personality and talents to the full. It should encourage children to respect human rights and their own and other cultures. It should also help them to learn to live peacefully, protect the environment and respect other people.'

**Article 29, UNCRC (United Nations Convention on the Rights of the Child)**

Visitors to Bearwood Primary and Nursery School often comment on the excellent behaviour of pupils and their friendly and helpful manner. As a school we have a graduated response to behavior with all members of our school community playing a key role (Appendix 2).

### Aims

- To provide an environment where children feel secure and happy in the knowledge that they are supported by a caring partnership between parents/caregivers, school staff, governors and the wider community.
- To encourage the children to be self-disciplined and to have high expectations of themselves, taking responsibility for their actions.
- To nurture high, personal self-esteem and to take pride in their school and its achievements.

- To ensure behaviour demonstrates **respect** for all and recognises the value and contribution of others.
- To promote fairness and to show care and concern towards others in their actions.
- To develop skills and attitudes for life in the wider community.

At Bearwood Primary and Nursery School we lead by explicit skills-teaching and experiences that enable children to become:

Independent Learners

Confident Communicators

Global Citizens

**All staff in school are responsible for the success of the relationships policy, and are responsible for promoting the school's vision, aims and values at all times.**

By sharing the responsibility collectively for behaviour, children are secure within the policy. This involves everyone, from the office staff to lunchtime supervisors to teaching assistants and teachers. All staff must model expected behaviours at all times; promote good behaviour in the children and respond to inappropriate behaviour in line with our agreed policy.

At the start of each academic year all classes discuss and agree upon a class charter which focus on **how children should make the right choices rather than the wrong choices**. These should be clearly displayed in each classroom.

We recognise good behaviour and hard work by using the following methods:

- Verbal praise
- House points
- Positive and supporting marking systems (see marking and feedback policy)
- Stickers and certificates
- Weekly outstanding learner and a child displaying skills of an independent learner/confident communicator or global citizen
- Headteacher award (nominated by class teacher/staff members)
- Praise within whole school assemblies
- Teachers may employ their own positive reward systems to meet the needs of their own pupils
- Traffic lights system

**We use the following strategies to combat inappropriate behaviour:**

**Praise others** who are doing the right thing

**Catch them** being good

**Use humour** to distract them

**Time out** for reflection

**Remind them** of their responsibility to respect the rights of others by using the **'traffic light'** system – remind children that they can go up as well as down

**Ignore** initially but keep an eye on the situation

**Take up time:** 'You need to start by ...And I'll see how you're getting on.'

**Redirect:** 'You need to ...thank you.'

**Acknowledging feelings:** ' I understand that you might be feeling...but I would like you to...'

**The language of choice:** ' When you...then.. ' If you choose...then...' You can chose to either...or...'

**Non verbal cues** e.g. the look!

**Changing** where they are sitting

**Speaking** very quietly and calmly

### **Structured consequences**

Where a child's classroom behaviour is inappropriate, school staff will use their professional judgement to implement the following:

**Child moved to amber** – issue a verbal warning. Remind the child of their responsibility to respect the rights of others. Use the traffic light system or equivalent to remind children of the expectations.

**Child moved to red** – child is moved to red on the traffic lights signaling loss of five minutes break and 5 minutes from 'Your Time'.

**Child is sent to designated 'buddy class'** to complete their work.

**If a child is being consistently disruptive then a member of SLT will be alerted and the child will be removed from class where a member of SLT will supervise whilst the child completes the work. Parents will be notified if this occurs. If a child is removed from the classroom then they automatically lose 10 minutes 'Your Time'.**

Exclusion does not work for all children as some children do not view this as a consequence. SLT will take each case individually and may issue an after school detention. This must be agreed with the parents.

It is important that each day that all children start on the green traffic light to ensure a fresh start. Should a child reach red or be sent to another class of the structured consequence, it is vital that they are reintegrated back into their learning with a positive approach, and every effort is used with the pupil to work towards the green traffic light.

For extreme behaviours (see appendix 1) the child is sent to Headteacher/Deputy Headteacher or in their absence a member of the Leadership Team immediately. The child will then complete their work in isolation - parents will be invited to come into school to discuss concerns. **Issues regarding Child Protection need to be reported to the designated safeguarding officer or the deputy in their absence immediately.**

Where a child causes persistent concern, supporting strategies will be implemented after discussion with the class teacher, SENCO (where appropriate) senior staff, parents/caregivers, family support worker and where necessary, external agencies e.g. Longspee, Family Outreach Worker. Stage 3/4 of Graduated Response to Behaviour (Appendix 2).

This may also include children being put on report over a period of time. At the end of each session the pupil must take the card to be signed by an adult. At the end of each day the pupil is required to take the card to a member of the SLT who will discuss the day. If the behavior persists then the school has the right to carry out after school detentions working closely with the family to support the pupil.

**Internal exclusion** is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons. Parents will be notified by letter. Internal exclusions are monitored by the school and interventions put in place to reduce the likelihood of internal exclusions recurring.

**External Exclusions** are the result of extreme behavior e.g. violence. The Head teacher and senior staff members will look at each case individually. Violence is not tolerated at any level, including retaliation, and consequences of either exclusion/internal exclusion or loss of playtime may be considered. Exclusion for a session/day or fixed term exclusion may be used when the Headteacher feels a situation is sufficiently serious to warrant such a response. This would usually form part of the school working in partnership with parents to modify a child's behavior and put a reintegration plan in place. This could involve a part time timetable or lunchtimes at home.

Permanent exclusion will only be considered in extreme circumstances and would always be initiated in line with statutory procedures.

### **Supporting Peers**

When pupils experience extreme behaviours from another child we consider how to best support both pupils and the appropriate sanctions depending on each circumstances. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. This may be 1:1, a group or class debriefing sessions where thoughts and feelings can be addressed in a safe environment.

### **'Your Time'**

At Bearwood Primary and Nursery school we aim to celebrate good behaviour. Every Friday from 2.30-3pm, the children who have made the right choices will have the opportunity to join in with 'Your Time.'

Children begin the week with 30 minutes 'Your Time.' Each class will have a chart with children's names and blocks of 5 minutes. This time can be taken away by any staff member for making the wrong choices at any point in the day. This cannot be earned back that day. Children can lose more than 5 minutes a day. If a child loses 'Your Time', then they will spend the time in their chosen 'Your Time' activity and watch others. If they refuse then a member of SLT will support and carry out a reflection workshop.

Pupil voice will dictate the activities on offer where possible and appropriate. These could include:

- \* Dancing
- \* Go noodle
- \* Drama
- \* Football
- \* Baking
- \* Football
- \* Rugby
- \* Movie
- \* Lego
- \* Times table rock star
- \* Knitting
- \* Painting
- \* Gym
- \* Craft
- \* Colouring

Children may choose an activity weekly. This will be chosen on a Monday by the child. Each activity will have an allocated number of spaces dependent on the activity.

Each week teachers send a Marvellous Me to parents for pupils who achieved 100% Your Time in a week. If a pupil misses more than 10 minutes Your Time in a week, this information is recorded by SLT. Should this occur three times in a half term the class teacher invites parents in for a meeting to discuss behavior and agree a joint plan.

### **Behaviour Strategies and the Teaching of Good Behaviour**

It is essential that all adults take every opportunity to recognise and, or reward desired behaviours at every opportunity in order to build self-esteem and a desire to do the right thing. By paying into children's 'emotional bank account' sanctions are more effective when they need to be used and you do not become 'overdrawn'. Aim for ten positives to one negative. If a child reaches the gold star on the traffic light system then they are awarded a house point.

Whenever possible, behaviour should be seen through from incident to conclusion by the person in situ. When possible, this includes incidents of bullying. In exceptional circumstances, such as the end of a Lunchtime Supervisor's shift, it should be followed through by the class teacher, who has overall responsibility.

If a child is felt to be at risk of exclusion, a Team Around the Child meeting will be

held to devise a framework for support, with parents, school and other agencies working together in a cohesive approach to support the needs of the child and improve behaviour.

In addition to being taught through the day to day implementation of our relationships policy in action, children will be taught to make the right choices:

- In their regular JIGSAW lessons and weekly JIGSAW assembly.
- Through Circle Times
- Class council when appropriate
- Through school assemblies
- By taking on positions of responsibility e.g. Playground Buddy, Librarian, school council and prefect

See also Pupil Support Systems - below

### **Staff Development and Support**

- Providing initial training and regular update training for Teachers, Teaching Learning Assistants and Lunchtime Assistants on Managing Behaviour lead by the Hamwic Education Trust to ensure staff understand emotional behaviour, triggers and have strategies to manage it.
- Providing more specialist training as appropriate to support the management of challenging behaviours (eg ASD, ADHD)
- Access Longspee Outreach Support for teachers who are managing children with very challenging behaviours
- Advice and access to other agencies via SENCo
- Team Around the Child (TAC) and Team Around The Family (TAF) multi agency meetings for a co-ordinated response and advice
- Parent, pupil and school partnership plans shared with ALL staff, including lunchtime supervisors

### **Pupil Support Systems**

- Planned support and follow up by Family Support worker
- JIGSAW
- 'ELSA' (emotional literacy support)
- Anti-bullying ambassadors
- Social skills groups

### **Liaison with Parents and other Agencies**

Class Teachers have the primary responsibility for children in their classes. They should ensure that parents are informed of exceptionally good behaviour by:

- Speaking to the parent in person, or by telephone
- Rewards charts and 'Good News' notes going home to parents
- Parents of children to be celebrated in Celebration Assembly are invited to attend
- The use of Marvellous Me App which shares the child's learning behaviours and celebrates their learning.

Parents are asked to inform the school of any changes that may affect learning for the child (school prospectus). Similarly Class Teachers must contact Parents at the earliest opportunity if a child's behaviour is giving cause for concern and must always contact the parent if persistently disruptive. Contact may be:

- Speaking to the parent in person or by telephone.
- Arranging a meeting with parents and the child – a written record must be kept detailing: points discussed; actions; and follow up meeting. This must then be saved on the system. Serious issues with behaviour may need the support of the Head teacher or senior member of staff
- Where there is a parent, pupil and school partnership plan in place, liaison with parents may be via a Home/School Link book or by regular meetings

The lead person for liaison with most other agencies is the SENCo who liaises regularly with Family Outreach Worker; LA SEN team; Educational Psychology; Longspee Outreach; Health. The head teacher is the lead person for liaison in relation to Exclusion; Child Protection/Safeguarding and Allegations against staff and racist incidents.

### **Managing Pupil Transition**

- Pupils joining our Nursery class are visited at home to get to know the child in their home setting before they then visit our setting prior to starting school. Children joining our Reception class are also visited at home, or in their pre-school setting. The children have a series of short taster sessions in the summer term followed by a staggered start in September. All children are in full time within two weeks. Information sessions are held for parents and workshops to support PSD, CLL & PSRN.
- Our Family Support Worker provides induction into our school or pupils joining in other year groups. All children spend time with their new teacher on Changeover Day. In addition our SEND pupils are supported in transition through social stories and photographs (for transfer to secondary school also). Parents are provided with information about routines and the curriculum in their child's new year group along with the opportunity to meet the teacher in person in the first few days of the new school year.
- Teachers prepare children for secondary school by developing their independent learning skills including personal organisation and taking responsibility for their own behaviour. They take up opportunities to expose children to Secondary settings e.g. Performances at Leaf Academy; extended learning at the Grammar School, working with the private school and joining in sporting activities. Teachers liaise with destination schools and all pupils visit their school and are visited by a member of staff.
- The 'headlines' of our Relationships Policy are included on the information sheet for Supply teachers

### **Expectations outside the classroom**

#### **On the playground**

Children are expected to follow the playground charter at all times. This has been

written and agreed by the children, led by the school council. Anti-bullying ambassadors are also trained to handle support the playground charter and friendship issues.

### Time Out

If a child loses time from their playtime and lunchtime due to behaviour in the classroom (red traffic light), then they are given a slip to hand to the adult on duty. The pupil then has to remain with the adult for the nominated time watching the other pupils playing. This is then recorded in the missed playtime red book.

### The playground charter

- All children have the right to play and to be safe in the playground
- Try to resolve problems for yourselves
- Think carefully about the game you play
- Keep to the rules of the game
- Take ownership of our own behaviour on the playground and field

Staff on duty are expected to promote the charter, and to use the system of rewards and consequences where appropriate to support this.

Any incident should be dealt with according to this policy by those on duty (not in learning time); time out is taken in the time out boxes in line with the playground rules and sanctions stated in the playground policy and summarised overleaf. Serious or dangerous incidents, and how they have been addressed, should be reported to the class teacher at the end of the session and then onto SLT if appropriate. It is the responsibility of the class teacher to involve the parent if necessary.

Staff on duty must ensure that all areas of the playground and cloakrooms are supervised and should take every opportunity to recognise/promote/reward good behaviour. They should also be vigilant and be proactive in reducing the potential for children making the wrong decisions.

When this does occur:

<b>First</b>	<b>Give child one warning.</b> Explain why behaviour is inappropriate and how it could impact on self or others.
<b>Second</b>	Explain why behaviour is inappropriate and how it could impact on self or others. <b>2 minutes time out.</b>
<b>Third</b>	Loss of 5 minutes 'Your Time' – lunchtime supervisor to go to classroom and cross out at the end of lunchtime and inform the teacher.
<b>Fourth</b>	<b>No use of playground (sent to SLT) Loss of 10 minutes 'Your Time'</b>

<b>Fifth</b>	SLT may make the decision to place on the child on report. The child must get the report card signed off by a designated adult to show that they have made the right choices in the playground. If the child fails to make the right choices then they are off the playground the following day.
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**This sequence of sanctions is to be used by all staff on duty on the playground. Staff should decide on the appropriate starting point.**

eg a child swinging a skipping rope around may be unaware of the potential for it to hit other children playing nearby. The child needs a warning to make them aware and the chance to do the right thing.

eg a child spoiling a game they are not part of; or two children pushing each other will be aware of their actions and a higher sanction is more appropriate.

eg a child who deliberately causes harm to another needs the highest sanction; they should be removed from the playground and the incident followed up

### **Apologies**

Children should always give a full apology for their actions at an appropriate time for the child. This may not be immediately depending on the child e.g. some children are unable to apologise straight away when they are in a high state of anxiety.

**Time out** – It is important for the children to be treated fairly and consistently by all supervising adults. It is the responsibility of the supervising adult to use time out precisely. Time out is spent alongside an adult supervising the playtime. At the end of time out, children should be reminded of the behaviour expected of them and the supervising adult must ensure the child able to join in again with his/her peers.

### **Incidents outside of the school day**

Incidents that are reported to the school or witnessed by a member of staff will be investigated. Those involved, the trigger and resulting behaviour should be identified if possible. Parents will be informed. Sanctions will be imposed at school and/or at home depending on the circumstances.

### **Incidents inside of school day and parents**

We will not tolerate parents taking school issues into their own hands and approaching either other parents or children directly. If a parent addresses the parents or child in an aggressive manner, then the school will have no alternative but to consider banning the parent from the premises. This decision will be made by the Chair of Governor of the school in conjunction with the Headteacher.

### **Confiscation of inappropriate Items**

The confiscation of items from pupils are covered by two legal provisions

- **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from

liability for damage to, or loss of confiscated items.

-At Bearwood School, confiscated items should be kept in the care of the teacher or in the school office as appropriate. They will usually be returned at the end of the school day but may be kept for a longer (reasonable) period of time or until the item is collected by a parent.

- **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items (prohibited items – see guidance document). Legislation sets out what must be done with prohibited items found as the result of a search – see ‘Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies’.

-At Bearwood no search must be carried out without an assessment of the risks and precautions taken to reduce them. A search should never be carried out without another person present and whenever possible should have the prior consent of the headteacher.

### **Power to use Reasonable Force**

*The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in ‘Use of Reasonable Force – Advice for school leaders, staff and governing bodies’*

At Bearwood School, reasonable force must only be used as a last resort, when other non contact strategies have been tried and failed (eg removing the other children safely to another room) unless there is immediate danger of injury (eg stepping off the kerb without looking). Any use of force must be reported immediately to the head teacher; the parents informed and the relevant form completed with details of the incident.

### **Links to other policies**

Other school policies and practices underpin this overarching aim. This policy should be read in conjunction with the Teaching and Learning policy, Equal Opportunities policy, Anti-bullying policy, the Safeguarding/Child Protection Policy and the Special Educational Needs policy. It should also be read alongside the equal opportunity statement.

*At Bearwood Primary and Nursery School we believe that every person, child and adult alike, is entitled to equality in all aspects of school life.*

*Everyone should be valued equally as an individual, regardless of any differences in age, gender, ability, race, beliefs or responsibilities.*

*No one in our school should feel afraid or intimidated by others for any reason whatsoever.*

*This will enable us to work towards providing a happy, secure environment where all are encouraged to reach their full potential.*

All parents of new children and new staff are given a pack of information including summaries of the good behaviour and anti-bullying policies. Our relationships policy is publicised to parents at least annually. By signing the home-school agreement parents are agreeing to support the policies. By signing a contract of employment, employees are agreeing to support the policies.

### **Associated Resources**

Link to Use of Reasonable Force – advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

Link to SEN Code of Practice

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a03160/the-sen-code-of-practice>

### **Legislative links**

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/contents>

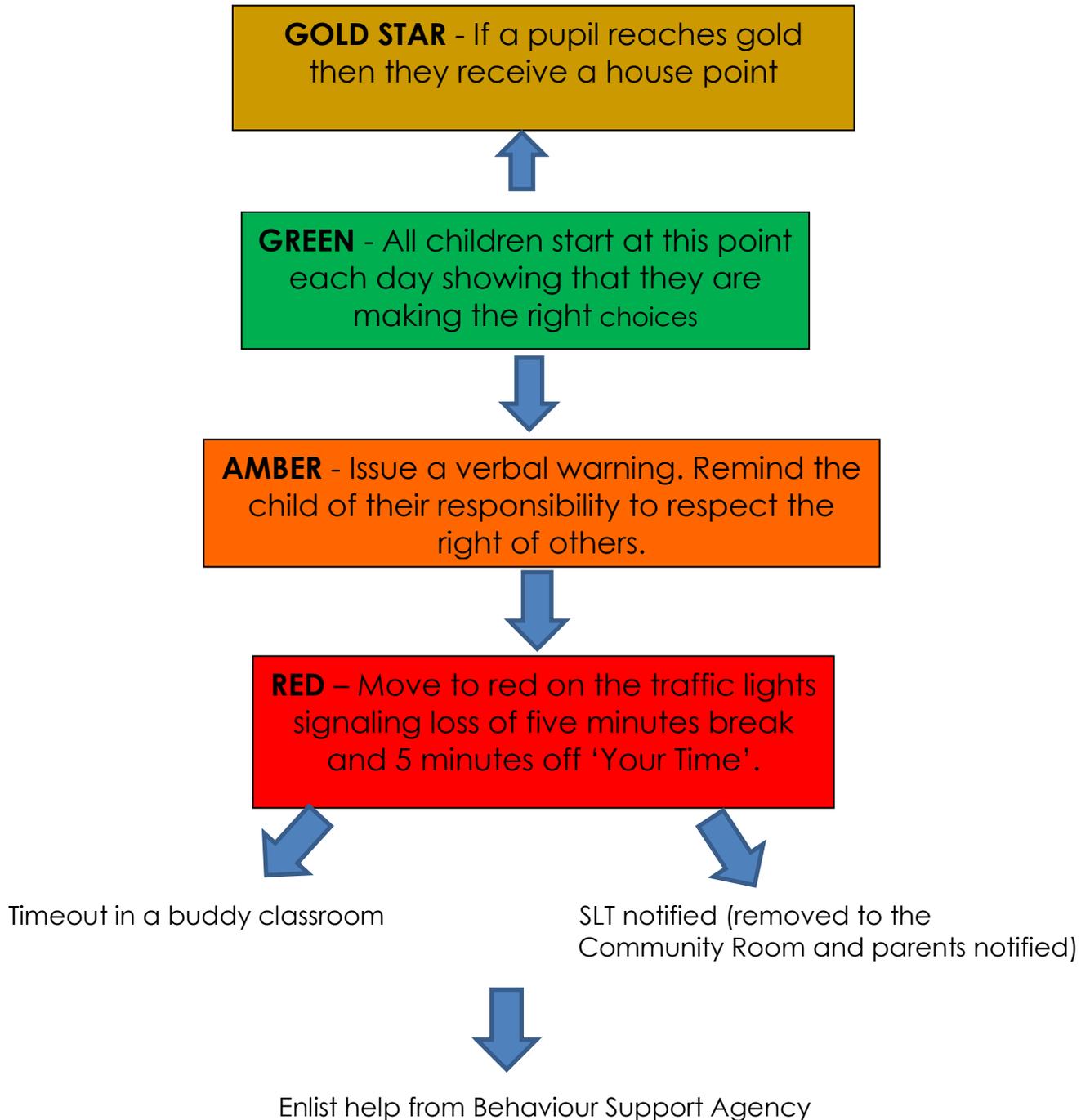
Reviewed March 2020

Next review date September 2020

## Appendix 1

### Procedure to support effective relationships management

#### Procedure to Support Effective Relationships Management



Please note that for Child Protection Issues the Headteacher must be informed immediately. Also, for extreme behaviours use professional judgement to involve the Leadership Team without going through the various stages.



GRADUATED RESPONSE FOR BEHAVIOUR WITH DISTRIBUTED LEADERSHIP

Stage	Provision required		Support and provision	Assessment, recording & monitoring systems	Monitored by
1	Universal Provision	1.1	Targeted observations for behaviour carried out and recorded. Recorded on incident log and ABCC sheet.	<ul style="list-style-type: none"> <li>Reviewed alongside Pupil Progress meetings</li> </ul>	Class Teacher
		1.2	Use of motivation assessment scale for specific behaviours to help aid understanding of communicative function.		
		1.3	Subject engagement analysis to support bespoke planning		
		1.4	<b>A cause for concern recorded</b>		
2	Early intervention support	2.1	Use of Risk assessment to determine problem behaviours, frequency and severity	<ul style="list-style-type: none"> <li>Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams</li> </ul>	Class Teacher Phase/Year Leaders
		2.2	Inclusive Teaching Checklist used to support access to classroom access reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour		
3	Targeted, additional support – Staff specific responses	1.1	Continue to collect behaviour incident logs	<ul style="list-style-type: none"> <li>SENCo involvement</li> <li>Reviewed at Pupil Progress meetings with SENCo</li> <li>Intervention records</li> </ul>	Class Teacher SENCo
		3.1	Behaviour response plan to be written – alongside Inclusion Lead. Detail staff responses to specific behaviours, and share as a whole school response (those who come into contact with pupil)		
		3.2	Emergency protocols for positions of danger		
		3.3	School ELSA Support / Nurture intervention support (Referral form needed)  <b>Consider multi- agency support / TAF / TAC / LA referral</b>		

## GRADUATED RESPONSE FOR BEHAVIOUR WITH DISTRIBUTED LEADERSHIP

4	<p>Targeted, intensive additional support</p> <p>Pupil placed on the SEND register</p>	<p>4.1 IBP written with SENCo support - Targeted new (behaviour) skills teaching</p> <p>4.2 Personalised behaviour targets – Tracked using TME (targeted, monitoring, evaluation system)</p> <p>4.3 Pupil profiling – identifying pupil strengths and needs in line with EHCP criteria areas</p> <p>4.4 Use of pupil specific provision map using individual checklist</p> <p>Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</p> <p>4.5 Individual modifications to the curriculum to support engagement</p> <p>Consider request for statutory assessment and EHC Plan</p>	<ul style="list-style-type: none"> <li>• SEN Register</li> <li>• Pupil Passport</li> <li>• Individual Education Plan</li> <li>• IBP Progress Forms</li> <li>• SENCo – TME monitoring provision</li> </ul>	<p>Class Teacher</p> <p>SENCo</p> <p>SLT</p>
5	<p>Provision over and above Stage 4</p>	<p>In addition to Stages 1 – 4:</p> <p>Education, Health and Care Plan (EHCP) reviewed annually</p> <p>Multi-professional support</p> <p>Individual Education Plan</p> <p>Identified on school provision map</p> <p>Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services, Health colleagues, and CAMHS.</p>	<ul style="list-style-type: none"> <li>• Annual Review Meeting and Report</li> <li>• Pupil Passport</li> <li>• Individual Education Plan</li> <li>• IEP Progress Forms</li> <li>• SENCo monitoring provision</li> </ul>	<p>Class Teacher</p> <p>SENCo</p> <p>SLT</p>

**To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support. 3  
Training sessions written and available for Level 1-2 / Level 3 / Level 4**