

**Article 19** – All children have the right to be safe.

**Article 37** – No child should be punished in a way that causes humiliation or hurts them



**Cockton Hill Junior School**  
**Respectful Relationships Policy 2019-2020**

It is our aim to encourage our children a self-discipline which arises from an awareness of the moral values which we hope to foster in our school – honesty, self-belief, respect, determination, team work and passion. These are concepts which cannot be taught in isolation since they are to be found in our approach to every aspect of school life – curricular and non-curricular. As a Level one Rights Respecting school, our School Charter gives guidance rooted in these values encouraging everyone to be the best that they can be.

Promoting respectful relationship and the behaviour associated with this is a major factor in building a successful school. Wherever there are a large group of people living and working together, certain codes of conduct are desirable in order to achieve a beneficial climate as previously outlined. Relationships within school are influenced by the structure of society and by factors in the local community. They are also influenced by the school as a social community and by the class as a social group. We sometimes call this network of relationships the Hidden Curriculum. The ethos of the school is indistinguishable from the Hidden Curriculum. Indeed the successful delivery of a National Curriculum depends largely on the nature of the Hidden Curriculum.

**Online safety**

The staff, parents, governors and pupils of CHJS will support the school's approach to online safety and will not upload or post to the Internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute.

**Means of Promoting and Encouraging Good Respectful relationships:**

We reinforce good behaviour with positive encouragement and praise. Praise can be given in many ways and might include the following:-

- A quiet word of encouragement
- A visit to the Headteacher or other member of staff
- A public word of praise in front of a group, class or whole school
- A written comment on a pupil's work
- A system of team points, both in class and throughout the school
- Public written acknowledgement through a special merit token or certificate for good work or behaviour, community support, or a positive approach
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, involvement and general attitude
- A letter or other notification to parents informing them specifically of some action or achievement deserving praise.

**Supporting Systems and Policies**

**Team Point System**

Children are placed in House Teams on entry to the school (Red, Green, Blue and Yellow). Points can be awarded by all staff for a range of achievements both in and out of the classroom.

**School Values Certificates**

These are special certificate awards which can be given for specific instances where it is felt that children have deserved special recognition for their actions. We promote the qualities of

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honesty, self-belief, respect, determination, team work and passion. These can be nominated by any member of staff when appropriate. Children whose name appears on the reflection board may not be awarded a certificate in that week.

- Every 3 certificates are exchanged for a gold star.
- Once a child achieves 3 gold stars then they are awarded a special envelope containing £5.00.
- 9 gold stars are awarded a second £5.00 and the 9 gold stars are replaced by a special star.

### **Believe and Achieve Celebration**

This will be the main opportunity to communicate and reinforce instances of good behaviour and achievement. All the above systems can be presented or announced publicly during this assembly, together with a celebration of other achievements both in and out of school.

### **Individual rewards**

Class teachers and staff working across school may reward children with stickers, stationary equipment or small toys as regular reward opportunities for those children who have not appeared on the reflection board and continue to be the best that they can be.

### **Procedures for dealing with Inappropriate Behaviour**

Where children cannot manage to behave in an acceptable manner, thus breaking the agreement of the school charter, we have to apply the sanctions. There are a range of sanctions/procedures which we can employ according to the seriousness of the incident/behaviour.

### **The Reflection Board**

Sometimes a minority of pupils do not operate within our rules and a number of sanctions are applied using the reflection board.

1. Conversation- This is an opportunity for the child to discuss what has happened with a member of staff. An explanation is given to the child about the incorrect choices being made and the impact that this may be having on their learning or the learning of others around them.
2. Warning- The child is given a formal verbal warning that is recorded on the reflection board.
3. Yellow- The child will be escorted to another classroom for 10 minutes reflection time. If they return to class and continue with the inappropriate behaviour then this will become red.
4. Red- A reflection log is completed, authorised by the senior leadership team and the child will be escorted to the reflection room.
5. Immediate red- fighting, swearing and refusing to accept yellow.

The Reflection room is a quiet and calm place in school that gives children time away from children and staff in order to promote reflection on the incorrect choice being made and the consequences of these. This is supported with the Reflective approach questioning. A member of staff will be required to work in the reflection room and provides the children with differentiated work to complete whilst in there. Children work in the reflection room for changeable lengths of time and return to class after this time is completed. If a child becomes disruptive or refuses to complete the work set for them then their time does not start until they made the choice to complete the instructions set out. At the end of the time, all children are encouraged to reflect on the incident through Restorative Approach Questioning. This technique fosters a reflective view on choices made and enables children to consider the consequences of their actions.

In cases where children refuse to accept the above consequences or behaviour is severe, pupils may be sent for off-site learning or be excluded. This is at the discretion of the Head Teacher and Governing Body. Class Teachers will communicate with parents around incidents on the reflection board or occasions where children have been in the reflection

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room.

**Reflection Room Procedures** Children are accompanied to the reflection room by a member of staff after the SLT have authorised this. The completed reflection log is handed to the member of staff in the reflection room.

The steps below are followed:

- 15 minutes dictionary work relating to the behaviour that the child has displayed is completed.
- 45 minutes of level appropriate work is completed by the child.
- The restorative approach work is completed with the child and member of staff in the reflection room.

After this time pupils will be assessed if they are ready to return to class.

**Playtime and Lunchtime Procedures** A member of staff on the yard has responsibility for recording incidents on the reflection board. The procedure that is followed is listed below:

1. Conversation- The member of staff has a conversation about the behaviour displayed by a child. An explanation is given to the child about the incorrect choices being made and the impact this has on others around them. At this point, it is made clear that if this does not stop then a warning will be given and this will be recorded on the reflection board.
1. Warning- The child is given a verbal warning and recorded on the reflection board by the designated member of staff.
2. Yellow- The child will be accompanied to the designated member of staff to spend 10 minutes of their break time.
1. Red- The child is accompanied into school with the designated member of staff. A reflection log is completed, authorised by the SLT and the child is assisted to the reflection room by a member of staff.

### **Monitoring of incidents**

At the end of every day the reflection logs are passed to the class teacher who makes contact with home to inform parents/carers about their child's behaviour. The reflection boards, reflection logs and restorative approach worksheets are stored in the behaviour file in the main office.

In the case of children with emotional and/or behaviour difficulties, the class teacher liaises with the SEND Coordinator who will involve external agencies where appropriate, and parents/carers, to support and guide the progress of each child using the necessary support documents. The SEND Coordinator may, for example, discuss the needs of a child with the Educational Psychologist, Occupational health or the Speech and Language Specialist. This may also involve use of an individual rewards/sanctions system that is deemed appropriate for the child's individual needs. We may also make a referral to the Positive Futures Worker to engage and encourage positive relationships with parents to support.

The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher, Senior Leadership team or Positive Futures Worker may also contact a parent if there are concerns about the behaviour or welfare of a child.

If there is no improvement in the pupil's behaviour and exclusions become likely, the Headteacher, Senior Leadership team and/or Positive Futures Worker will work with the SENCO and parents if appropriate. Other professionals may become involved to put in place a plan of action to support the child and the family in making sufficient improvements to the child's behaviour to ensure they have the opportunity to successfully access the curriculum without disruption to the learning of others.

### **Behaviour Contract**

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If a child has significant periods of time in the reflection room then parents/carers will be required to come into school to discuss the behaviour displayed and put in place a behaviour contract using appropriate strategies. This will be signed and agreed by staff, the child and parents/carers. A chronology of behaviour will begin at this point to support in monitoring the impact of the behaviour contract. Strategies used in the contract may include:

- Regular Parental consultation-This has the triple advantage of being a sanction, of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between school and parents. By keeping open this dialogue we can prevent the child from playing off one party against the other. Parents may be contacted at different points throughout the day to report on progress made.
- A contract with targets is drawn up – this is checked against behaviour on regular periods during the day, sent home for parental comments daily and returned the following day.
- The keeping of a diary by a child who has caused problems with anti-social behaviour.
- Placing on a 'Passport to Success'. This may be on a weekly or daily basis and may be achieved by a personal visit (usually weekly) by the parent or by the use of a Contract or Report Book which will be signed daily by the Teacher/Head teacher and the parents – another means of communication.
- Withdrawal from a particular class or from all lessons for a period. This will involve supervision of some kind or a change of class for a short while.
- Inclusion period at the Bishop Auckland leaders of Excellence Study Support Centre.
- Fixed term or permanent exclusion in accordance with Local Authority Procedures. This will always be the last resort.
- Legal contracts with the local authority can also be established if necessary.

### **Exclusion**

(With regard to the exclusion regulations DFES Circular 10/99. "Social Inclusion Pupil Support")

A decision to exclude a pupil should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Head Teacher or Teacher in Charge (the most senior teacher who is acting in that role) can exclude a pupil.

A decision to exclude a child *permanently* is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgment by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will however be exceptional circumstances where in the Head Teacher's judgement, it is appropriate permanently to exclude a child for a first or "one off " offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

School should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, social workers, etc.

### **Factors to consider before making a decision to exclude**

Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher should:

- Ensure that an appropriate investigation has been carried out.

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- Consider all the evidence available to support the allegations, taking into account of the school's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.
- Allow the pupil to give his or her version of events.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.
- If necessary consult others, but not anyone who may later have a role in reviewing the Head Teacher's decision, for example a member of the Governing Body.

If satisfied that, *on the balance of probabilities*, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it should still be possible for the Head Teacher to make a judgement on whether to exclude the pupil.

### **Length of Fixed Term Exclusions**

The regulations allow Head Teachers to exclude a pupil for one or more fixed periods not exceeding **45 school days in any one school year**. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged.

The school's obligation to provide education continues while the pupil is on the roll, and must be met during fixed-term exclusion. In all cases of more than a day's exclusion, work should be set. In exceptional cases – usually where further evidence has come to light – a fixed period exclusion may be extended or converted to a permanent exclusion. In such cases the Headteacher will write again to the parents explaining the reasons for the change.

### **Procedures**

Permanent Exclusion

Fixed term, less than 5 days in total per term

Fixed term, 6 – 15 days in total per term

Fixed term exclusion 15+ days

Full guidance on exclusions including outline letters to parents, report formal to LA, letters to Disciplinary Committee etc. are available on request.

For pupils who have been excluded for more than 2 periods within a term, the Governing Body may arrange a meeting with all parties involved to provide support to both the parent and the pupil to improve the pupil's behaviour.

### **Parenting Contracts in Cases of Pupil Exclusion**

Governing Bodies have in place protocols/procedures for offering parenting contracts, where it would be considered appropriate, to parents whose children have been excluded from school. A parenting contract is a formal written agreement between a parent and the Governing Body of a school and should contain:-

- a) An agreement by the parent that they agree to comply for a specified period with whatever requirements are specified in the contract
- b) A statement by the Governing Body agreeing to provide support to the parent for the purpose of complying with the contract

The purpose of a parenting contract is to improve the pupil's behaviour at school and to address any underlying causes. It is not to be seen or used as a punitive measure against the parent. Nor will it be appropriate in all cases. A parenting contract will be an appropriate course of action where the parent wishes to address their child's poor behaviour in school but needs support to do so effectively.

Parenting contracts can, however, be used as a useful tool in identifying and focusing on issues behind the behaviour which give rise to the exclusion and in developing a productive relationship with parents to address these issues. These are intended to add to the existing range of strategies available for tackling poor behaviour in school. A parenting contract provides an additional mechanism that is more focused on the potential of the parent to improve their child's behaviour.

