

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

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### **Cockton Hill Junior School**

### **Pupil Respectful Relationships (Behaviour) Policy 2022-2023**

We pride ourselves on our motto '**Being the Best We Can Be**' and underpinning this motto we have the 6 core values of determination, teamwork, honesty, passion, respect and self-belief.



The United Nations Convention on the Rights of the Child is an international statement underpinned by a set of promises for every child. UNICEF protects and promotes these rights. The rights try to make sure that every child is healthy, educated, treated fairly and listened to. They also make sure that all children are protected from violence, abuse and exploitation. As a Gold Rights Respecting School we are able to place the rights of each child at the heart of our school ethos. We use bespoke charters across school to embed the rights in all aspects of school life. The values, ethos and school motto mean that we work together with our children, governors, staff, visitors and families to ensure that all children in our school reach their full potential. Promoting respectful relationships 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.

At Cockton Hill Junior School, we are committed to establishing a safe environment in which children can learn and develop. This policy is to be read alongside our **Keeping Children Safe in Education: Safeguarding Policy 2022**. This policy links directly to our Duty of Care in safeguarding all children in ensuring that a consistency of approach to managing behaviour is implemented on a daily basis by all staff. It sets out the aims for the respectful relationships and behaviour at Cockton Hill Junior School. It is developed in line with ['Behaviour in schools: Advice for head teachers and school staff' \(September 2022\)](#).

At Cockton Hill Junior School, we create a culture that promotes excellent behaviour with a clear vision of what this looks like. All pupils and staff have the right to learn and work in a calm, safe and supportive environment protected from disruption. This policy sets out the vision for this and ensures the school culture is communicated to pupils, staff, parents and carers.

#### **At Cockton Hill Junior School, we have:**

- high expectations for pupils' conduct and behaviour rooted in mutual respect and positive relationships with consistent implementation;
- clear and well communicated expectations of behaviour;

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- school leaders who visibly and consistently support staff in promoting positive pupil behaviour;
- pupils who behave well and know our school routines to support readiness to learn;
- positive praise and encouragement for good behaviour;
- clear procedures in place for dealing with inappropriate behaviour;
- targeted interventions to support individual pupils with their behaviour, where appropriate;
- all members of the school community to create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated;
- procedures in place so any incidents of behaviour, bullying, discrimination are dealt with quickly and effectively.

### **The role of the governing body**

The governing body will:

- ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school;
- notify the Head Teacher with related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues;
- provide clear advice and guidance to the Head Teacher to base the school behaviour policy.

### **The role of school leaders**

School leaders are responsible for:

- setting the Respectful Relationships (Behaviour Policy) which is ratified by the governing body annually and uploaded to the school website;
- lead the whole school culture which sets high expectations for behaviour and conduct;
- ensuring staff understand the behavioural expectations rooted in mutual respect;
- ensuring any new staff are clearly inducted into the school's behaviour culture;
- communicating with parents/carers about behaviour;
- delivering or sourcing appropriate training which may be required for staff, including for supporting pupils with special educational needs or disabilities (SEND).

### **The role of the SENDCo/Behaviour and Inclusion Lead**

The SENDCo/Behaviour and Inclusion Lead is responsible for:

- monitoring behaviour across school weekly;
- liaising with school staff to support pupil behaviour;
- making referrals or seeking support from external agencies to support pupils where appropriate.

### **The role of school staff**

School staff are responsible for:

- developing a safe and calm environment for pupils;
- establishing clear boundaries of acceptable behaviour in line with the school policy;
- ensuring pupils who transition into school are aware of behaviour policies and procedures;
- communicating the school expectations, routines, values and standards through explicit teaching and interactions with pupils;
- referring serious/inappropriate acts of misbehaviour to the Senior Leadership Team without delay;
- recording incidents of serious/inappropriate behaviour on the online system (CPOMS) and any related follow-up actions that have been put in place.
- communicating with parents/carers.

### **The role of pupils**

All pupils have the right to learn in an environment which is calm, safe and supportive where they are treated with dignity and respect. Every pupil should:

- be aware of, and taught, the school expectations;
- contribute their views to school;

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- be supported to meet high expectations of behaviour;
- follow school expectations.

#### **The role of parents and carers:**

We value our partnership with parents/carers, and encourage involvement in all aspects of school life, including discipline and behaviour. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents/carers can help by:

- contacting school as soon as possible if they have concerns about their child's behaviour, or fear that they are being upset by others;
- supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times;
- ensuring that pupils show a proper regard for other people's property, buildings and the environment.

#### **Responding to, promoting and encouraging good behaviour and 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 head teacher 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 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/carers informing them specifically of some action or achievement deserving praise.

#### **Certificates and Gold Stars**

As a school we pride ourselves on our motto 'Being the Best We Can Be' and underpinning this motto we have the 6 core values of determination, passion, self-belief, teamwork, honesty and respect. Children are rewarded with certificates when they positively demonstrate these values within their learning, behaviour and attitude. These could be recognised within the classroom, the corridors, at break times, lunch times, visits – everything to do with school and at all times!

Children are awarded a Gold Star for every 3 certificates they have achieved. Following this they are given a special reward for achieving 9 certificates and are then awarded a further reward once they achieve a total of 18 certificates. Children wear gold stars on their uniform with pride.

#### **Team Points**

Children are awarded team points for academic achievements, improved learning attitudes, good behaviour, being helpful, kind and respecting others. Team points are given by any member of staff including cleaners, caretaker, lunchtime supervisors, visitors and office staff. Children are grouped into colour groups. Team points are totalled and a winner is announced within the weekly celebration assembly.

#### **Celebration Assembly**

We all look forward to Friday morning assembly when we come together to celebrate our achievements for the week. We celebrate successes and achievements from in and outside of school. We also hear about the achievements of the sports teams. Certificates and gold

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star awards are given out within Celebration Assembly. These celebrations are recorded on the weekly newsletter to share with families and friends.

### **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.

### **Reading Miles and Magic Maths**

Pupils are chosen weekly to win Reading Miles and Magic Maths for demonstrating our school values in response to reading at home and maths challenges. Winners are awarded with a token for 'Brenda the Vendor' to win a reading book or a Magic Maths cupcake and are presented in assembly.

### **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 sanctions. Staff will respond predictably, promptly and assertively within the school policy. The first priority will always be to ensure pupil and staff safety. De-escalation techniques will be utilised to prevent behaviour issues arising and recurring.

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 children 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 and to be supported to reflect on 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 a member of the senior leadership team and the child will be escorted to the reflection room.
5. Immediate red- fighting, swearing and refusing to accept yellow.

### **Reflection Room Procedures**

The reflection room is a quiet and calm place where children are supported to reflect on the incorrect choice being made and the consequences of these. Once children are ready to restart their learning school staff will provide work to complete. 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 make the choice to complete the instructions set out. Once the work set is completed, all children are encouraged to further reflect on the choices they have made and the behaviour that was displayed through restorative approach questioning. This technique fosters a reflective view on choices made and enables children to consider the consequences of their actions and the impact that this may be having on their learning or the learning of others around them. After this time, pupils will be assessed if they are ready to return to class. Class Teachers will communicate with parents around incidents on the reflection board or occasions where children have been in the reflection room.

In cases where children refuse to accept the above consequences or behaviour is severe,

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pupils may be suspended. This is at the discretion of the Head Teacher and Governing Body.

### **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- This is an opportunity for the child to discuss what has happened with a member of staff and to be supported to reflect on 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 accompanied to the designated member of staff to spend 10 minutes of their break time.
4. 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.
5. Immediate red- fighting, swearing and refusing to accept yellow.

### **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. Appropriate records are kept relating to behaviour incidents. Weekly, the Behaviour/Inclusion Lead monitors the reflection boards and liaises with staff about communication with parents/carers and additional support needed for behaviour. The reflection boards, reflection logs and restorative approach worksheets are stored in the behaviour file in the main office.

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/carer 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 Head Teacher, Senior Leadership team and/or Positive Future Worker will work with the SENDCo 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.

### **Children with special educational needs and disabilities (SEND)**

In the case of children with Social, Emotional, Mental Health needs, the class teacher liaises with the SENDCo 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 SENDCo 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 school will consider reasonable adjustments to the behaviour policy to support pupils with SEMH needs where appropriate.

### **Behaviour Management Plan**

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 management plan using appropriate strategies. This will be signed and agreed by staff, the child and parents/carers. Behaviour incidents will continue to be logged to support in

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monitoring the impact of the behaviour management plan. Strategies used in the plan 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.
- Adaptations to the school behaviour procedures to meet the SEND needs of the child.
- A contract with targets– this would be checked against behaviour on regular periods during the day, sent home for parental comments daily and returned the following day.
- 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.
- Suspension 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.

### **Use of reasonable force**

Detailed guidance is provided in the [Use of Reasonable Force – advice for school leaders, staff and governing bodies.](#)

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. Reasonable means using no more force than is needed. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property.

At Cockton Hill Junior School, identified members of staff are trained in positive behaviour management through Team Teach. Where Team Teach is utilised, at least one member of the SLT or DSL should be present. Team Teach records are then kept detailing the incident. Following the use of Team Teach on one occasion, a Behaviour Management Plan will be drawn up by a member of the Senior Leadership Team (see above).

### **Incidents Online**

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. The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions can damage the school culture and lead to pupils feeling unsafe. Incidents of negative online behaviour will be dealt with in accordance to school policy, including in line with Keeping Children Safe in Education policy (please see this for more detail about online safety). Where inappropriate online behaviour is a safeguarding concern, this must be reported immediately to a member of the DSL team.

### **Mobile phones**

Pupils are not permitted to keep mobile phones in their possession during the school day. In exceptional circumstances, if a child need to bring their phone to school with them, this must be handed in at the office and collected at the end of the school day.

### **Banned Items**

With regard to [Searching, screening and confiscation](#) at school guidance.

School staff can search for, confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in proceedings brought against them for loss or damage to items they have confiscated, provided they acted lawfully.

Reasonable force may be used to search for banned items including knives and weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks or items that are suspected to be or likely to be used to commit an offence or cause harm. Staff should consider the risks in using reasonable force.

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### **Child-on-child abuse**

Following any reports of child-on-child abuse, including sexual violence or sexual harassment offline or online, the school will follow the safeguarding principles set out in [Keeping Children Safe in Education](#). As part of our PSHE and RHSE curriculum, pupils are explicitly taught about appropriate relationships and how to treat one another.

### **Exclusion**

With regard to [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

A decision to exclude a pupil should be taken only:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils 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. It is the duty of the Head Teacher to inform parents/carers of the decision to suspend/exclude in writing, providing information for the reason(s) for the suspension or permanent exclusion; the period of a suspension or, for a permanent exclusion, the fact that it is permanent; parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this; how any representations should be made; and where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. The Head Teacher also has a duty to inform the governing body and the Local Authority about the decision.

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.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Head Teacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

### **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 a period of suspension, 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.

### **Suspension**

A pupil may be suspended for one or more fixed periods (**up to a maximum of 45 school days in a single academic year**), or permanently excluded. A suspension does not have to be for a continuous period. However, individual suspensions 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.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the Head Teacher and Senior Leadership Team will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put

During a suspension, pupils will still receive their education. Steps will be taken to ensure that work is set and marked for pupils during the first five school days of a suspension. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunch time is disruptive, they may be suspended from the school premises for the duration of the lunch time period. The legal requirements relating to the suspension, such as the Head Teacher's duty to notify parents, apply in all cases. Lunch time suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the first suspension.

Following a suspension, a reintegration meeting will be planned between the school, parents/carers, child, and if relevant, other agencies.

### **Procedures**

Permanent Exclusion

Suspension, less than 5 days in total per term

Suspension, 6 – 15 days in total per term

Suspension 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.



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**Responsible Officer**

Further advice on this matter is available from David Wall in Pupil Access and Inclusion within Durham County Council.

**Monitoring**

This is a whole school policy of which staff, children and parents have ownership and therefore working together as a whole is essential for it to work effectively.

Ratified September 2022 and to be reviewed annually.

Signed:  
Head Teacher  
Date:

Signed:  
Governor  
Date:

Signed:  
Governor  
Date: