



# Respectful Relationships and Behaviour Policy

**February 2022**

For reference, this policy should be read in conjunction with the following documents: -

MAT Child Protection Policy  
Staff Code of Conduct  
Anti-Bullying policy  
Inclusion Policy  
Exclusion Policy

## Respectful Relationships and Behaviour Policy: Introduction

Parkfield Community School is a Rights Respecting, No Outsiders school. As such, we endeavour to create a happy, safe and inclusive environment to enable children to reach their full potential. All those who work with the school, including staff, pupils, parents and the wider community, have a vital role to play in the support that our pupils require to thrive. We recognise the integral role that the development of positive relationships plays in this process.

All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right:

- to feel safe, healthy and happy
- to be treated with respect, dignity and equality.
- to learn or to teach, or to do their job.

*Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

Article 29 of the UNCRC

A Rights Respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils. All staff are encouraged to use praise and reinforcement of our school values to help pupils achieve their best work and respect the rights of everyone.

Our Respectful Relationships and Behaviour Policy is designed to acknowledge and reward pupils' good work and behaviour that respects the rights of everyone. Praise and rewards are both important influences in motivating pupils and building self-esteem.

Positive relationships in schools are central to the wellbeing of both pupils and teachers and underpin an effective learning environment. Schools play a significant part not only in the formal education of young people but also in their wellbeing. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships.

## Respectful Relationships and Behaviour Policy aims

The school has identified the following aims to support the development of relationships and high-quality behaviour characteristics:

- ✓ to model how pupils can demonstrate high quality behaviour,
- ✓ to provide guidance on how pupils can demonstrate high quality behaviour,
- ✓ to build pupils' capacity to develop relationships,
- ✓ to develop pupils' understanding of what makes a relationship effective,
- ✓ to provide a safe, secure and happy environment for pupils to learn
- ✓ to develop pupils' emotional intelligence,
- ✓ to provide systems which promote positive behaviour to support all members of the school community,
- ✓ to provide all stakeholders with the opportunity for their voice to be heard.

The school has identified three key values which sit at the heart of all learning and personal development at Parkfield Community School. Our staff team supports all children in developing their awareness of these values and strive to empower children to take ownership of the development of these values in themselves. Through shared expectations and a consistent approach, the school aims to promote a harmonious working environment where all can build the skills of working both independently and co-operatively.

By creating a sensitive and supportive atmosphere, all children are encouraged to be

- **Ready**
- **Respectful**
- **Safe**

# The Roles of All Stakeholders in Developing Relationships

## The Role of Governors

The Governing Body has the responsibility of setting down general guidelines on standards of behaviour management, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines. The Head of School has the day-to-day authority to implement the school's policy, but governors may give advice to the headteacher about particular behavioural concerns. The headteacher must take this into account when making decisions about matters of behaviour.

## The role of the Head of School

To ensure that all members of the school community fulfil their role, the Head of School will act as a link between all stakeholders to promote the development of relationships and the positive, consistent management of behaviour.

It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, to implement the school's Relationship and Behaviour 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 of School to ensure the health, safety and welfare of all children in the school.

## The role of the Senior Leadership Team (SLT)

The SLT will provide training and support to all staff to ensure this policy is implemented consistently. SLT will always promote good behaviour and model effective use of this policy. SLT will also oversee Pastoral Support Plans to provide additional support to staff and pupils.

Staff are encouraged to seek the support of SLT and the Pastoral Team to improve their practice.

## The role of staff

Developing a positive relationship between staff and pupils is a fundamental aspect of high-quality teaching and learning; it promotes a sense of school belonging and encourages pupils to actively participate in their own development. We support pupils to develop their confidence to experiment and succeed in an environment where they are not restricted by the fear of failure. Where staff are able to assist and develop pupils' resilience and ambition, and help them become reflective learners, as well as being there for support and guidance.

By being aware of every child's individual needs, whether academic or social/emotional, we provide the necessary support to ensure that children are supported in overcoming their barriers to success. This support is delivered in several different ways dependent on the situation and the needs of the child:

- listening to a child when they wish to share concerns,
- offering advice and guidance in relation to concerns,
- adapting practice to support children with specific needs, communicating with parents about their child's/children's concerns,
- liaising with other school staff and outside professionals who may be able to provide further support,
- plan appropriate additional support (1:1 sessions & interventions).

We operate within a school culture where children and young people feel included, listened to, respected, safe and secure. Furthermore, pupils' achievements and contributions are valued and celebrated which is essential to the development of good relationships. In order to create this environment for effective learning and teaching, there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

## **The role of pupils**

All pupils are encouraged to take responsibility for their own actions and develop an awareness of how such actions might impact on other individuals, as well as themselves. Pupils are regularly reminded of the school's ethos, rules and values and take ownership of this throughout their time at Parkfield.

What pupils can do to develop relationships:

- be open and honest about concerns that they may have both within and outside the school,
- be aware of their role in supporting their peers in and around the school and ensure that everyone feels safe and listened to,
- endeavour to make positive behaviour choices,
- recognise the role of the adults in school in supporting them with their choices,
- be reflective on their choices and the consequences.

## **The role of parents/carers**

The partnership between home and school is a vital tool in supporting children to develop healthy relationships and helping them to develop positive behaviours.

Whilst the school is aware that families support their children in a variety of different ways, there is an expectation that parents support the school in the approach that is set out in this policy and be consistent when discussing behaviours with their children.

What parents/carers can do to develop relationships:

- Use their child's school planner as an initial form of communication to the teacher to explain any concerns they may have about their child.
- participate in the wider life of the school by attending meetings, activities and events where possible,
- discuss the school's key values with their children and share their importance,
- provide support to the school, where required, when resolving concerns around behaviour and actions of individuals.

## **Managing Persistent Challenging Behaviour**

Should an individual child display persistent challenging behaviour they will be referred to the Pastoral Team. Their parents will be invited to school to discuss the situation. Further sanctions may then be taken and will depend on the circumstances of each individual case but may include:

- Repeating poor work, or work missed through poor behaviour choices, at home that evening,
- removal from class for reflection time,
- reduction of unstructured time (e.g., breaks and lunchtimes),
- restitution of some kind e.g., removal of graffiti, repair of damage.

The following behaviours will automatically result in a sanction:

- physical/verbal abuse,
- refusing to follow instructions,
- spitting,
- deliberate destruction of property,
- theft,
- intimidation.

The creation of the school Behaviour Ladder (see Appendix 1) allows pupils and staff to engage in productive discussion around behavioural actions and the impact they have on individuals. It gives pupils an understanding of consequence and the importance of reflection and should be utilised by all school staff when supporting children after incidents have occurred.

Where there are concerns that incidents may relate to bullying of any form, staff will follow the guidance set out in the school's Anti-Bullying Policy.

On rare occasions, incidents occur that are deemed to be of such a serious nature that they go beyond those detailed in the behaviour ladder (e.g., severe act of violence causing significant injury or where the safety of others has been compromised). Such instances will be escalated to the Head of Pastoral Support and/or the Deputy/Head of School to ensure that the appropriate processes are followed.

## Adapting Practice and Targeted support

The school recognises that individual pupils will require varying degrees of support in developing their understanding of effective behaviour strategies. A combination of any number of factors (such as a special educational need, early trauma or home circumstances) may determine a child's capacity to comprehend their actions and the actions of others. As such, staff take an adaptive approach to supporting individuals, whilst remaining consistent to the key principles outlined in the policy. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

The subsequent sections are examples of the wider provision and targeted support available at PCS to support pupils' personal development:

### Pastoral support

Members of our Pastoral Team provide support and guidance to children who are experiencing difficulties in learning due to social and emotional needs as well as other pastoral concerns. Through 1 to 1 sessions, children learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them. The content of these sessions is shared with the class teacher who can also provide additional support within the classroom should it be required.

Their primary focus is the development of the welfare and wellbeing of individuals at PCS by effectively liaising between school, families and other necessary agencies. With an in-depth of knowledge of individuals, they will also develop a range of skills, such as building self-esteem and resilience, through targeted group interventions and 1 to 1 support. Equally importantly, the Pastoral Team act as a contact for children and families: an approachable, familiar face who will listen and who can monitor children's pastoral needs.

Children working with the Learning Mentors will have been identified as needing individual targeted support in one of the following areas: social communication and interaction; self-esteem, building and maintaining relationships; or challenging behaviours and self-regulation.

### Pastoral Support Plans

A Pastoral Support Plan (PSP) is designed to help a child to improve their social, emotional and behavioural skills. School and family will work together to identify precise and specific targets for the child to work towards. A PSP may be necessary if a child's behaviour at school means that they are struggling to succeed as learners; have been excluded; or are "at risk" of exclusion.

The PSP aims to involve the child in the challenge of improving their behaviour and social skills so that they can thrive at PCS. It will set out specific support which will be given by the school and the support parents agree to give to help them reach their targets. The plan will be reviewed after 6-8 weeks (with a mid-point review) by the Head of Pastoral Support, a member of the Pastoral Team, the Class Teacher and the parent(s) or carer(s). The SENDCo will always be part of the PSP process if a child is on the SEND register.

## **Early Help Support**

When families are experiencing difficulties, it may be appropriate to open an Early Help assessment.

This is a way of gathering information about children with their family and using it to help decide what type of support is needed to help. People from different organisations will talk to one another, share information with parental consent and work together with families to help to support children.

Once an Early Help Plan is created, regular Family Support Meetings are held to review agreed actions and plan the next steps. Parents and children contribute to the action plan. The lead professional will be point of contact for the family and monitor the action plan. This might be the person who wrote the plan, or another professional at the meeting. All our DSLs and Learning Mentors are qualified to lead Early Help Plans.

## **Supporting Pupil Transitions**

Over their time at PCS, our pupils experience many transitions: from EYFS to KS1; from KS1 to KS2 and from PCS to their secondary setting. We endeavour to support all our pupils through these changes. We offer phased transitions and additional support to those pupils we know may find transition especially difficult. We have a whole-school transition day in the Summer Term to allow all children to meet their new teacher and familiarise themselves with their new classroom. We also liaise closely with the secondary settings to ensure our pupils have the transition support needed for a successful move to KS3.

## **Physical Intervention and the Use of reasonable Force**

On rare occasions, there may be times where pupils' actions compromise the safety of themselves/others. In these instances, school staff will seek to de-escalate the situation through discussing the actions with the child. If, after initial discussion, staff assess that the child's actions are still unsafe and that the pupil is not following instructions, they will use their professional judgement and training to decide whether appropriate physical intervention is necessary to ensure the safety of all pupils and staff.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention will only ever happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted.

To prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil).
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves) or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The school's approach to the use of reasonable force is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time.' Any action will always be carried out with the child's safety and dignity in mind.

If reasonable force has been applied to ensure a pupil's safety, the incident will be logged by the member of staff and reviewed by the headteacher and Head of Pastoral Support. Parents will be informed and provided with information about the incident.

## **Appendix 1: Behaviour Ladder**

# Behaviour ladder

Examples of behaviour	Consequence
Talking at the wrong time Shouting out Distracting others or stopping others from learning Not following instructions Not getting on with your work Leaving the classroom without permission	Private reminder of expectations PIP & RIP
<b>Level 1 behaviours</b> Continuing the above after a reminder. Or: Inappropriate language used without meaning to upset or offend Unkind name calling	First tick Your teacher will privately explain how you are not meeting expectations regarding your behaviour for learning. You may be asked to move seats in your classroom.
Continuing any of the above. Or: <b>Level 2 behaviours</b> Dis-respect to an adult Moderate vandalism (equipment, resources, graffiti)	Second tick You will be asked to go to another classroom for an opportunity to reflect on your actions. You will miss 10mins of either the next break time or lunch time. Yellow card will be logged by the Pastoral Team.
Continuing any of the above. Or: <b>Level 3 behaviours</b> Deliberate physical contact (e.g. push, trip, shove, poke etc)	Third tick You will go to your Phase Lead or other AHT to complete your work in their classroom or office. Any missed work will be sent home, with an imposition letter, to be completed for the next morning.
<p>If you are receiving yellow cards on a regular basis, your parents will be invited to a meeting where a support plan will be put in place to ensure that you, and the other children, are able to learn in a calm, safe environment.</p> <p>5 yellow cards will lead to fortnightly meetings between your parents and the Pastoral Team to discuss your behaviour.</p> <p>10 yellow cards will lead to fortnightly meetings between your parents and the Deputy Headteacher to discuss your behaviour.</p> <p>15 yellow cards will lead to fortnightly meetings between your parents and the Head of School to discuss your behaviour.</p>	
<b>Lunch time pastoral support</b>	
<p>If you are struggling to make good choices during play or lunchtimes, you will be given lunchtime support. This will take place in the lighthouse. You may also need to have your lunchtime play in the Harbour rather than the main playground.</p>	
<b>Level 4 behaviours</b>	
Bullying or cyberbullying Serious physical contact (e.g. hitting, kicking, punching, biting) Severe use of inappropriate language (e.g. swearing, sexualised, racial or homophobic language) Spitting deliberately at somebody Severe vandalism (equipment, resources, graffiti) Serious disruption of a class which results in the lesson being stopped for the safety of others (e.g. throwing furniture) Threatening behaviour towards another pupil or member of staff. Sexual harassment	Your parents will be notified immediately by the Pastoral Team, and they will be called into school for an immediate meeting with either the Deputy Headteacher or Head of School. The incident will be logged on our records and an appropriate consequence will be given. You will spend the next break and lunch reflecting on your actions.

## Appendix 2: Staff notes

### Staff Notes

Remember the strongest approach to support a child is through the **relationship** with the adult.

At all points, try to ensure you keep a strong connection with the child having difficulties.

Use positive reinforcement as appropriate to ensure the child knows you are still there; you recognise their difficulties and will support their efforts and choices to get them back on track.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and what they could do to improve next time. (Restorative and supportive).

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