

Relationships Policy



Hamp Junior School

Relationships Policy for unsettled or volatile children

1. If the child has a 1-1 TA, then the TA should take the child out of the classroom with a restorative thinking sheet and the relevant work for that lesson; find somewhere quiet to allow the child to calm down. Where appropriate, a restorative discussion should take place to ascertain what happened in order to prevent a reoccurrence and where necessary, find ways to repair the harm that may have been caused. Once done, the student should get on with their work for a short while before returning to the classroom quietly and unobtrusively.
2. If the child does not have a 1-1 TA but you have a TA in the classroom, then ask the TA to do the same as in 1 above.
3. If, in either of the above, the child refuses to leave the classroom a red triangle should be sent to me with a responsible child, whereupon I will attend the classroom and speak with the student. Where appropriate, I will conduct a restorative discussion with the student to ascertain what happened in order to prevent a reoccurrence and where necessary, find ways to repair the harm that may have been caused.
4. If you do not have a TA, and your nominated member of staff is not being observed, send the child, with another responsible child, to that class for no longer than 10 minutes "time-out". They should be sent with a restorative thinking sheet which will be completed before returning to class.

Nominated staff are:

- Bob-Send year 5 and year 6 children
 - Corinna-Send year 3 children
 - Tony-Send year 4 children
5. If the child is a known runner/refuser and you do not have TA, send red triangle to me and I will take child out and conduct a restorative discussion with them, or take them to Hilary or Rose to complete a restorative thinking sheet and on completion do relevant work for that lesson.
 6. If a child runs out of class and you have a TA, send the TA after the child, give them time to calm down and then conduct a restorative discussion before returning to class.
 7. If a child runs out of class and you don't have TA, send a responsible child to me with red triangle.

Relationships Policy

1. Aims and Objectives

1.1: It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

1.2: Our **relationships** policy is not primarily concerned with rule enforcement. **It is a tool used to promote** good relationships, so that people can work together with the common purpose of helping everyone learn. **In addition where relationships break down, Restorative Approaches are used to repair the harm caused and to restore harmony within the school community.**

1.3: The school expects everyone to **be responsible for their own actions and to respect others within the school community.**

1.4: We treat all children fairly and apply this behaviour policy in a consistent way.

1.5: This policy aims to help children grow in a safe and secure environment, and to become positive, and increasingly independent members of school community, **taking responsibility for their own actions and learning to show empathy towards others.**

1.6: The school rewards good behaviour, as it believes that this will help develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards **Respect and Responsibilities**

2.1: We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children
- Teachers give children house points
- Each week, we nominate 2 children from each class to be 'citizen of the week'.
- Each 'citizen of the week' receives a gold star badge in the school assembly.
- We distribute citizen badges, Head teacher's awards and cups to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All pupils have an opportunity to be in the celebration assembly where they are able to show examples of their best work.

2.2: The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3: The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher **speaks to him or her using restorative language to ascertain what has happened, who is being affected by their actions and what could they do differently to repair the harm being caused to others and to improve the situation.** If a child misbehaves repeatedly, **the child is given a period of time away from the others and an opportunity to think about their actions. Once they have settled, they are returned to their class and work resumes**
- The safety of **all** children is paramount in all situations. **If during an activity, a child's actions endanger the safety of others, the class teacher stops the activity and prevents the child from taking part until a restorative discussion has taken place. If the situation is resolved, the child returns to the activity. If not, the child misses the rest of that session.**
- If a child threatens, hurts or bullies another child, the class teacher **speaks to the child to try to resolve the situation. The teacher makes a record of the incident and where appropriate, a referral is made to the Restorative Justice Coordinator and a meeting is made.** If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks **to arrange a restorative meeting between the school, parents and child** in order **to resolve** the situation **through improved** behaviour of the child.

2.4: The class teacher **explains** the school rules with each class **and ensures there is a clear understanding of them.** In addition to the school rules, each class also has its own classroom **agreement**, which is **set through discussion** by the children **and the teacher which is then** displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that **is expected** in the school. If any **of the schools rules or agreements are broken**, the class teacher discusses these with the whole class during circle time **in order to resolve and repair the issue.**

2.5: The school **recognises that on occasions children fall out with each other and conflict may occur. However when** we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such **conflict by using Restorative Approaches and where appropriate, referring the incident to the Restorative Justice Coordinator.** While it is very difficult to eradicate **all conflicts**, we do everything **we can** to ensure that all children **who** attend **our** school **feel safe and are free** from fear.

2.6: All members of staff are aware of the regulations regarding the use of force by teachers as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children

3. The role of the class teacher.

3.1: It is the responsibility of class teachers to ensure that school rules **and classroom agreements** are **complied with** in their classes, and that their classes behave in a responsible **manner** during lesson time.

3.2: The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3: The class teacher treats each child fairly, and **ensures** the classroom **agreement is adhered to**. The teachers treat all children in their classes with respect and understanding.

3.4: If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself **using restorative language**. However, if misbehaviour continues, the class teacher seeks help and advice from the **RJ Coordinator**, Deputy Head teacher or head teacher.

3.5: The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child with the education social worker or the LA's behaviour support service.

3.6: The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4. The role of the Restorative Justice Coordinator

To be complete

5. The role of the Head Teacher.

4.1: It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school 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 teacher, to ensure the health, safety and welfare of the children in the school.

4.2: The head teacher supports the staff by implementing the policy, **encouraging the use of restorative approaches**, setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The head teacher keeps records of all reported serious incidents of misbehaviour.

4.4: **Where a restorative intervention has been unsuccessful or is inappropriate**, the head teacher has the responsibility for giving fixed term **exclusions** to individual children for serious acts of misbehaviour. **Where these acts continue**, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5. The role of parents

5.1: The school collaborates actively with parents, so that children receive constant messages about how to behave at home and at school.

5.2: School rules **can be seen** in the school prospectus, and parents **are encouraged** to read and support them.

5.3: We **encourage** parents to support their child's learning, and **where necessary** to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4: If **as a result of constant misbehaviour or breaking the classroom agreement** the school has to use reasonable sanctions to **resolve the issue**, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. **If** the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. The role of governors

6.1: The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

6.2: The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

7. Fixed-term and permanent exclusions

7.1: We do not wish to exclude any child from school, **and will wherever possible use Restorative Approaches to resolve issues, repair harm caused to others in order to keep the child at school. However sometimes an exclusion (or internal exclusion) may be necessary** The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. In November 2005, the internet address was www.teachernet.gov.uk and the relevant page was /whole school/behaviour/exclusion/guidance/

7.2: Only the head teacher (or the acting head teacher) has the **authority** to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert fixed-term exclusions into a permanent exclusion, if the circumstances warrant this.

7.3: If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. **In addition, on completion of the exclusion (or internal exclusion) the child will be re-integrated back into the school in a restorative manner accompanied by the parent or care.**

7.4: The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond 5 days in any one term.

7.5: The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

7.6: The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.7: When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

7.8: If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

8. Drug and alcohol related incidents

8.1: It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or **carer** should notify the school and ask for permission for the medication to be bought. This should be taken directly to the school office for safe keeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

8.2: The school will take very seriously misuse of any substance such as glue, other solvents, or alcohol. The parents or **carers** of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be **excluded from school for a fixed period**. If the offence is repeated, the child **may** be permanently excluded, and the police and social services will be informed.

8.3: If any child is found to be suffering from the effects of alcohol or other substances, **parents or carers will be notified and** arrangements made for that child to be taken home. **Consideration will be made to contact an ambulance.**

8.4: It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be **excluded from school for a fixed period**. The child will not be re-admitted to the school until a parent or **carer** of the child has visited the school and discussed the seriousness of the incident with the head teacher.

8.5: If the offence is repeated, the child **may** be permanently excluded.

8.6: If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be

permanently excluded from the school. The police and social services will also be informed.

9. Monitoring and review

9.1: The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2: The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents **that result in a restorative meeting or conference taking place or** that occurs at break or lunchtimes: lunchtime supervisors give written details of any incident on an incidents form that we keep in the BESD folders.

9.3: The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4: It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A guide for schools* and that no child is treated unfairly because of race or ethnic background.

9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: