



Oakley Cross Primary School

"We believe in respect and success for all"

Respectful Relationships (Discipline) Policy

Date of policy: September 2020

Review date: September 2021

Our School Values

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims.

School Aims (written by staff)

Article 3: The best interests of the child must be top a priority in all things that affect children.

At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

School Aims (Written by students)

Article 13: Every child must be free to say what they think.

The children of Oakley Cross expect the following aims to be supported by all Duty Bearers.

- **R**espect our right to be safe
- **E**veryone has the right to an education
- **S**pend time listening to children
- **P**rotect our environment so it is clean and safe
- **E**xercise is key for a healthy body and mind
- **C**are for us like a family
- **T**rain all new Duty Bearers

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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

Oakley Cross is committed to providing a safe, secure, happy inclusive environment where all children reach their true potential.

It is a key aim of Oakley Cross Primary 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 Respectful Relationships 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 where everyone feels happy, safe and secure and 'respect and success for all' is achieved.

The school is an accredited Level 2 (Gold) Rights Respecting School. Each class has its own Charter and there is a Whole School Charter, a Lunchtime Charter, a Playtime Charter and an e-safety Charter. The charters in our school replace rules and outline the rights that children have and the promises made to ensure these rights are respected by all. The Charters promote good relationships, so that people can work together with the common purpose of helping everyone to learn and make our children more active citizens. This policy supports that school community in aiming to allow everyone to work together in an effective and considerate way.

Oakley Cross Promises

I promise...

- I will be kind to others in my words and actions.
- I will listen to people in class and around school.
- I will always work as hard as I can.
- I will look after my school and the resources in it.
- I will respect everyone in our school community.

Oakley Cross Rewards

The school rewards good behaviour choices as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to

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promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children; smiles, thumbs up, stickers, notes home, raffle tickets, dojos and stamps are also used
- each week we nominate children from each class to be praised in praise assembly;
- Whole classes are recognised for good attendance and Archie Bear is awarded to the class with the highest attendance. 100% attendance is rewarded by an extra playtime for the class.
- Individual children are entered into the weekly attendance lottery draw.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Rewards regarding pupil achievement out of school, for example, music or swimming certificates are celebrated during Praise Assembly on a Friday.
- We operate a whole school 'stamp card' system whereby each child can achieve stamps for working hard/trying their best etc. Once their stamp card is full they then take it to the Head teacher and choose a special gift.
- Each class also has special awards and children can often choose a small treat or collect a raffle ticket for a prize.

Oakley Cross Sanctions

The school employs a number of sanctions to enforce the school charters, and to ensure a safe and positive learning environment.

- Step 1 - verbal reminder and record on sheet as step '1/warning'. Child stays on green as they have time to put it right.
- Step 2 - move to 'yellow' and record as step '2'. The child is given 5 minutes 'reflection' time in class.
- Step 3 - remain on 'yellow' and record as step '3'. The child misses 5 minutes (or an appropriate amount) of playtime. Any lost learning can be paid back at this time.
- Step 4 - move to 'red' and record as step '4'. The child spends reflection time in another class and completes a reflection sheet. The child also misses playtime and any lost learning time is paid back now. The class teacher informs the parents at the end of the day.
- Step 5 - remain on 'red' and the child must work away from the other children in the reflection room. He/she will complete a reflection sheet and any other tasks the class teacher has set. The class teacher and/or HT will hold a meeting with parents and the

child and set targets within a behaviour support plan. This will be monitored closely by the class teacher and the Head Teacher/SLT.

- Step 5 could also be used without first moving through other stages when the teacher feels the incident is very serious; violence, verbal aggression, deliberate disobedience etc. Children who regularly cause disruption or are violent or aggressive towards others will not be allowed to attend before and after school clubs or accompany their class on outings until the school is satisfied there is a marked improvement in behaviour towards others. Again a support plan would be drawn up by the teacher, parents and child.
- At any time the child would have the option of moving back to the green light by turning his/her behaviour around but we have a written record of the number of incidents via the tracking sheet. This will be monitored by the SLT on a regular basis. Children causing concerns will also be discussed with the SLT.
- It is important that each day is a fresh start.

The school does not tolerate bullying including cyber bullying, racism or homophobic behaviour of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-bullying Policy for further details.

Unacceptable Behaviour

- Verbal abuse to others
- Swearing
- Physical aggression towards others
- Refusal to follow instructions
- Leaving the room without permission
- Abuse of equipment
- Bullying
- Spitting
- Failure to demonstrate the Oakley Promises

On occasions where behaviour is of a serious concern and the safety and well-being of the child or other children is compromised, exclusion may result. Initially this will be managed through our internal inclusion system, where the child will spend a day working away from his/her peers in our reflection

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room and restorative approaches will be used by staff to support the child's reintegration into class.

Power to search

The Head Teacher will use the power to search pupils only in extreme circumstances where the pupil could potentially be concealing a weapon or dangerous item. This will be conducted in a private place with two staff members present who are the same sex as the pupil. The police will be involved should there be any other reason to search a pupil ie, drugs. The headteacher also reserves the right to search bags and trays belonging to pupils without their consent.

Use of restrictive interventions

In extreme circumstances where a pupil is endangering himself or others or a refusal to comply means he/she is disrupting the learning of others trained staff may use Team Teach. Only staff authorised by the Head Teacher may use restrictive interventions and parents will be informed immediately after the event. All incidents involving restrictive interventions will be documented and reported to the headteacher.

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, 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.

The Head Teacher informs the LEA and the governing body about any fixed term or permanent exclusion. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

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.

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

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Expectations of Children

Good behaviour is the expectation from all children at all times. In order to achieve this, children are encouraged to keep the Oakley Promises.

They are also taught to understand that behaviour outside of school reflects on the school and that in certain cases sanctions will apply for unacceptable behaviour outside of school eg. when on an educational visit.

Expectations of all staff

Staff must create an atmosphere of security, understanding and mutual respect. A well prepared, stimulating classroom with clear planning and Learning Objectives, shared with the children to include appropriately differentiated tasks generates good behaviour. All staff will be good role models from whom our children will learn respect and grow in self-esteem. Staff will:

- start each day/session with a 'clean slate'
- be there to greet class as they line-up everyday
- be well prepared for all lessons
- provide positive and constructive feedback
- set clear expectations of classroom routines and standards of tidiness
- value children's contributions both orally and written
- be consistent
- speak appropriately
- praise achievements for all children
- develop positive relationships with all children
- be perceptive and defuse difficult situations
- use humour
- follow school procedures
- support difficult situations through PSHCE and Talkabout sessions

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- share their difficulties with their peers/Learning Mentor/SMT for support
- maintain clear records of behaviour incidents using the school's electronic chronology CPOMS

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school Respectful Relationships 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 all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour.

Expectations of Parents

We expect parents to support their child's learning, and to co-operate 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. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school

Expectations of Governors

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 carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school Respectful Relationships Policy, but 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.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to him/her on account of unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to the class teacher. The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The SLT/governing body reviews this policy every year. They 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.