



Downe Primary School

Respectful Relationships and Behaviour Policy

	Name of School	Downe Primary School
	Policy reviewed by:	Staff & Governors
	Policy review Date	January 2022
	Date of next Review	January 2024

Introduction

This policy is written and applied in accordance with:

The Equality and Diversity policy

The SEND policy

The Child protection and safeguarding policies.

The Anti-bullying policy

The PHSE policy

Downe Primary School is a Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. 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 equity.
- 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

As a rights-respecting school we not only teach children about rights but also model rights and respect in all our relationships: between teachers/adults and pupils, between adults and between pupils. All staff are encouraged to use, model, praise and reinforce our school values to help pupils achieve their best work and respect the rights of everyone. Our school values include: Relationships, Respect, Responsibility, Reflection, Resilience, Recognition and these are subscribed to by all members of our school community.

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.

Whilst emphasising behaviour that respects the rights of everyone, we also lay out sanctions. Children know and understand behaviour that respects the rights of everyone in our school and are encouraged to choose behaviour that will help everyone around them. This helps to foster responsible attitudes and the development of self-regulation, helps children to learn that all behaviour has consequences and allows restorative action to be taken to repair damage to persons, relationships or property.

At Downe Primary School, we take seriously our responsibility in educating children about respectful relationships and behaviour. When children make mistakes in this area, we teach them and support them in identifying what went wrong. We recognise that some pupils need more support in this area of learning than others and our first response is always to check the child's understanding and help them to reflect. Adults remember that learning involves making

mistakes and we take every opportunity to support every child's personal development, through viewing mistakes as learning opportunities.

At Downe Primary School respectful behaviour is not achieved through control, fear or power. We never shame pupils for their behaviour because we understand that inflicting shame destroys relationships, trust and self-esteem.

Positive and respectful relationships are at the heart of our community and this is modelled, encouraged and supported consistently. These relationships form the basis of our school ethos.

Staff also understand that often, children's behaviour is a form of communication. When we take the time to understand a situation from the child's perspective, we learn that no matter how inappropriate or undesirable a behaviour may seem, potential triggers for the behaviour must not be overlooked.

The following procedures will enable our Respectful Relationships and Behaviour Policy to be implemented:

Whole-school level

- Positive out of class behavior is promoted by agreed routines and clear systems.
- Positive behaviours in the playground and dining hall are noted and celebrated.
- Parents/Carers are aware of and contribute to the school's positive behavior ethos.
- There are clear, consistently used systems for dealing with inappropriate behavior.
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behavior.
- Consistent use of class dojo as a method of celebrating and sharing achievement
- Weekly certificates based upon our values
- Weekly Headteacher certificates for outstanding achievements (not academic)
- Weekly peer awards, based upon values and nominated by the children
- Daily collective worship, designed around our values
- Sharing information that will help staff to understand and support children
- High priority placed on pastoral care and wellbeing of children and all members of the school community
- Progressive PSHE and Relationships curriculum that supports personal and social development
- Praise and encouragement are adopted as primary approach by all
- Adults model positive and professional relationships at all times

Class level

- Adults model controlled and respectful interactions at all times
- Teaching routinely incorporates activities designed to promote children's social and emotional development.
- Appropriate and respectful behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and cooperation, choice and consequences.

- Children are encouraged to identify their own and others strengths to recognise and value the diversity within their classrooms.
- There are clear classroom routines to reduce uncertainty and promote a peaceful and purposeful environment.
- Each class has a charter, devised through discussion with children, which promotes social and learning behaviours.
- Class charters are displayed prominently.
- Appropriate behaviour is quickly acknowledged and genuinely celebrated by staff and peers.
- There are clear systems, understood by all, for dealing with inappropriate behaviour.

Individual child level

- All children's strengths are recognised and celebrated by all staff.
- All children are valued and their individuality embraced.
- Systems are in place for noticing and drawing attention to good or improved behaviour.
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are individualised systems which give additional support and attention.

Whole School, Playground, Dining Hall and Class Charters

Our charters are built upon the rights of the child as outlined in the United Nations Convention on the Rights of the Child. For example, Article 29 of the UNCRC:

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.

Whole School Charter

School charters have been developed by school staff. These are displayed around school and in every class:

- We have the right to an education. We will always try our best.
- We have the right to be respected. We will respect ourselves and others.
- We have the right to be protected. We will be gentle towards everyone.
- We have the right to be heard. We will listen to others.

- We have the right to share our views. We will be kind and truthful.

Playground Charter

You have the right to play and rest.

Article 31 of the UNCRC.

- Use kind words
- Include everyone
- Keep hands and feet to yourself
- Put litter in the bin
- Enjoy your free time

Dining Hall Charter

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 24 of the UNCRC.

- Keep food on your plate.
- Try to eat all of your food.
- Be respectful to everyone in the dining hall.
- Walk calmly in the dining hall.

Class Charters

Class teachers form their own Class Charters through discussion with the children during the first week of term. Once Class Charters have been agreed they are displayed prominently in the classroom and shared with parents. Charters should be stated from the positive and not the negative to give a clear indication of good behaviour. For example:

- We should treat everyone equally.
- We should join in group tasks.
- We should listen carefully to everyone.
- We should try to include everyone.
- We should make everyone feel safe.

Class Rewards

Teachers will also decide their own reward list which should be flexible to allow teachers to provide positive consequences tailored to suit themselves and their classes. This list could include:

- 5 minutes of extra playtime
- Games
- Free choice session

Individual Rewards

Teachers use Class Dojo to award Dojo points for a range of reasons. Parents are notified of points awarded through their app and can celebrate school achievements outside of school.

100 Dojos - Bronze award

200 Dojos - Silver award

300 Dojos - Gold award

Sanctions

With all the positive management of behaviour through building trusting and appropriate relationships, celebrating success and our values driven ethos, the need for sanctions are

uncommon. However, we recognise that children are still learning and our response to unacceptable behaviour must reflect that. Every effort is made to avoid public sanctions because this can cause shame, however unacceptable behaviour is managed in the following ways:

- A discreet non-verbal prompt to the children displaying inappropriate behaviour i.e. a calming touch on the shoulder, moving the pencil aside, a pause while looking at the child.
- A discreet verbal prompt to stop the undesirable behaviour i.e. “Tapping your pencil is making it hard for others near you to hear me. Please stop.”
- Praise others displaying the desired behaviour i.e. “So many of you are sitting smartly and demonstrating good behaviour for learning. Thank you.”
- Address the undesirable behaviour directly by asking the child to reflect i.e. “I have called you away from the football game, can you think why I might have done that?”
- Ask the child to think about how they might change their behaviour going forwards i.e. “You hurt Edward when you pulled his clothing like that, how will you prevent that from happening in the future?”

The above questions may require rewording to take into account a child’s age or level of development, however staff will always remain calm and professional to model self-regulation and demonstrate the commitment to support and help children make progress in their personal, social and emotional development.

Serious Behaviour Incident

Sometimes, for many different reasons, pupils react to their emotional dysregulation impulsively and without thought. This can lead to a behaviour that is physically or verbally aggressive. Any serious behaviour incident, that is one where another child or adult is verbally or physically attacked, is investigated and recorded using the serious behaviour incident form. Any member of staff can complete this form with details of an incident and this must be completed on the same day as the incident, as a matter of priority. The Headteacher must be informed as soon as possible so that the incident can be investigated as appropriate. Parents will be informed of any serious behaviour incident by the Headteacher, following investigation.

Consequences for serious behaviour incidents vary, depending on the circumstances and nature of the incident. Sometimes, the need for a bigger piece of work is identified, but always we are committed to teaching and supporting children rather than shaming or belittling them. Examples of consequences may include one or more of the following:

- time with teacher to work through the incident and what went wrong
- time with SENCo and teacher to develop a plan of support
- parent engagement for putting a wider plan in place to involve other professionals
- time to reflect on how to prevent something similar happening again
- some free time removed in order to carry out the above
- opportunity to apologise

Exclusions

Exclusions are counterproductive to building and sustaining the positive relationships and trust required between school, children and their families for a successful partnership for education.

Exclusions are therefore never a first or automatic response to a serious behaviour incident. Any decision to exclude a child is taken very seriously and with full consideration of the unique circumstances of the incident. The decision to exclude a child can only be made by the Headteacher, who retains a complete overview of the incident. The decision to exclude a child will not be influenced by the views or opinions of others.

Any decision to exclude a child will be communicated in writing to the child's parents/guardians, including reason for the exclusion, the length of the exclusion and an invitation to attend a reintegration meeting on the morning of the return to school.

Bullying

At Downe Primary School we take bullying very seriously. We believe that every child has the right to come to school and be happy, feel safe and enjoy the best of what we have to offer. Any allegation of bullying will be followed up with a thorough investigation by the Headteacher, and where bullying is found to have taken place, details will be recorded on the serious

behaviour incident form. The outcome of the investigation will be reported to the parents of those involved. For further information, please see anti-bullying policy.