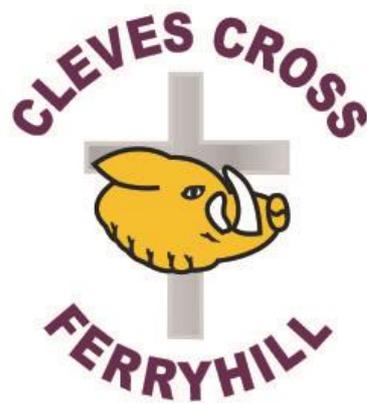


# Cleves Cross Primary School



## Respectful Relationships (Behaviour) Policy

Policy Reviewed: March 18

Next Review Date: March 2020

Head Teacher: Mrs A Lazenby

Chair of Governors: Ms G. Newby



A member of the Cleves Cross  
Learning Trust

# **CLEVES CROSS PRIMARY SCHOOL**

## **Respectful Relationships Policy** **Reviewed March 2018**

### **Aims**

To develop a positive school atmosphere involving a sense of community based on mutual respect and positive relationships between all its members where good behaviour is valued, expected and recognised.

Children are involved with developing classroom, dining hall and playground charters where their rights and responsibilities are outlined using the United Nations Conventions on the Rights of the Child and all children and adults are aware they are accountable for what happens in our school. The 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.

### **Objectives**

- 1 To foster relationships where mutual respect is shown towards all members of the school and wider community, whether they be adults or children. All members should feel valued and aware of their self worth.
- 2 The school has a number of school charters. Our Respectful Relationships policy is not a system to enforce rules, but a system focused upon promoting good relationships, so that people can work and use language together with the common purpose of respect in order to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way following a set of rights and responsibilities as part of our Rights Respecting school ethos.
- 3 We treat all children fairly and apply this policy in a consistent way allowing everyone to voice their opinion. (Article 13 UNCRC) United Nations Conventions of the Rights of the Child).
- 4 This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. (Article 19 UNCRC)
- 5 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and respect to parents and other children of their own and other cultures as outlined in Article 29 UNCRC. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviours.

### **Rewards and Sanctions**

We praise and reward children in a variety of ways:

- Praise, congratulation and encouragement
- Stickers and stamps on cards

- Merit points
- Share our work with others, including teachers and parents
- Our name on the Merit Board – pupils of the week and team of the week with a prize for one lucky member (picked out of the box by their team captain)
- Head Teacher stickers and awards
- Termly certificates
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work and celebrate their talents & personalities (Article 29 UNCRC).
- We also acknowledge all the efforts and achievements of children, both in and out of school through clubs etc (Article 15 UNCRC)

The school runs a system which praises and recognises good choices. It also includes a number of strategies to deter children from making poor choices. Children agree the charters at the beginning of the year and accept their rights as citizens and also their responsibilities. Each class displays these and also agrees to our shared lunchtime and playtime charters (UNCRC 24 and 31)

- We expect children to listen carefully in lessons.
- If a child denies other children their rights to safety and respect, the teacher reminds them of other children's rights in the classroom with reference to the charters. This may be recorded as a 'warning' – a specific reminder that we have agreed a charter.
- Repeated behaviour that fails to recognise other children's rights or go against our charters will result in children receiving a consequence i.e. being given "time out" during lesson time and possibly break time. This is a graded system of timed reflection for pupils to discuss, draw or write their reasons for their actions and an opportunity for alternative strategies and decisions to be discussed. It would first happen within the child's classroom, then in another classroom and then during an appropriate break time.
- A child's right to safety is paramount in all situations. If a child endangers the safety of others, the class teacher may stop the activity to ensure the classroom environment is safe to continue.
- Incidents of bullying are recorded by the class teacher through our CPOMS system and the Head Teacher is alerted. If a child repeatedly acts in a way that upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to the child accepting their responsibilities whilst in school.
- We expect children to understand that they have the right to make informed choices and they must all be responsible for their actions.
- Serious incidents are recorded on CPOMS and shared with relevant staff.
- Any incidents where abuse of children's rights are found will be discussed during circle time activities linked to the SEAL and UNICEF Right of the Child articles.

### **The responsibility of adults in school**

- It is the responsibility of all adults to ensure that the school charters are respected and followed in school, and that the children act in a responsible manner at all times.

- All adults in our school have high expectations. They strive to encourage all children to work to the best of their ability, allowing them opportunities to voice their opinions (Article 13 UNCRC).
- Adults treat each child fairly and follow the Rights Respecting Charters consistently. All children in class are treated with respect and understanding and have responsibilities to follow a fair and consistent code of rights and expectations.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the relevant people both in school (e.g. SENDCO) and outside school (e.g. Social Worker or LA support service) to ensure the child's needs are met (Article 27 and 29 UNCRC).
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy and reporting of respectful relationship choices is encouraged. The class teacher, following consultation with a member of the Senior Leadership Team, may also contact a parent if there are concerns about the welfare of a child.
- Adults in school recognise it is their role to teach children the difference between what is fair and unfair, and children are made fully aware of justice at a global and local level as outlined in Article 14 UNCRC.

### **The responsibility of the Head Teacher**

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the 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 in implementing the policy and models rights respecting behaviour.
- The Head Teacher keeps records of all unsafe behaviour as required by OFSTED.

### **Exclusion of pupils**

Every member of school will work towards a target of ensuring children are not excluded from school. This will include working closely with children, colleagues, support staff, parents and outside agencies in the interest of the child. However, in the event that exclusion is unavoidable procedures in line with County guidance will be followed.

### **Behaviour Outside of school**

The school respectful relationships policy relates to all circumstances when pupils are being supervised by or in the care of a member of school staff, whether on or off school premises. An acceptable standard of behaviour is also expected from pupils on their way to and from school. Any incident of pupils reportedly behaving inappropriately outside of school will be discussed with the pupil concerned and when appropriate parents will be informed and asked for their co-operation in ensuring acceptable behaviour.

### **The responsibility of parents**

- The school works collaboratively with parents so that children receive consistent messages about our respectful relationships at home and at school.
- We explain the Rights of the Child school charters and our ethos in the school prospectus, and we encourage parents to read these and support them.
- We encourage 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.
- We encourage parents to understand our Respectful Relationships policy in order to support the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal complaints process can be implemented.

### **The responsibility of governors**

- The governing body has the responsibility of setting down these general guidelines within the Respectful Relationships Policy, 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 support the Respectful Relationships Policy, but governors may give advice to the Head Teacher about particular issues. The Head Teacher must take this into account when making decisions.