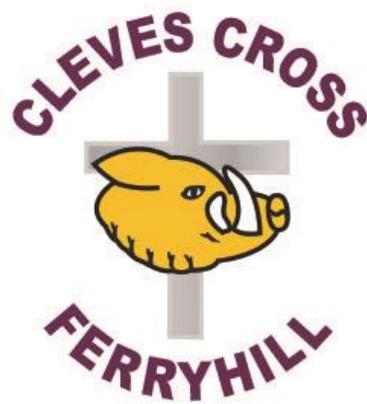


Cleves Cross Primary School



Respectful Relationships (Behaviour) Policy (Covid 19)

Policy Reviewed: 1st June 2020

Head Teacher: Mrs A Lazenby

Chair of Governors: Mr C Orton



CLEVES CROSS PRIMARY SCHOOL

Respectful Relationships Policy

Reviewed June 20 (in light of Covid 19 safety requirements)

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 and being mindful of the health and safety requirements needed following the outbreak of Covid 19 virus.

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 that 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. This will happen within the child's group ensuring the 2-metre social distancing can be maintained.
- 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.

Cleves Cross Primary Respectful Relationships Policy Addendum
COVID-19 V.1

Forward

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that our school is taking to keep children safe. This means:

- sitting children at desks that are 2 metres apart where possible
- keeping apart when on the playground, field or doing any physical exercise
- visiting the toilet in very small groups
- staggering break times
- putting posters, guidelines and markers across the school premises to assist with safe movement

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our respectful Relationships policy as explained in this policy addendum.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour in school. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy addendum will typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour, and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be

dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy addendum.

Classroom Operation

Children and staff will be working in small, socially distanced groups, often referred to as 'bubbles'. These arrangements present a new way of working for both children and staff and will present new behaviour challenges for all concerned. With the view of ensuring everyone at school remains safe and adheres to social distancing protocols, the following behaviour principles and actions will be implemented whilst the school operates in line with COVID-19 protective measures.

General day-to-day issues covered in the behaviour policy as usual. In response to COVID-19 and working to ensure we have the safest environment possible, the following additions and amendments will be put in place.

Incidents relating to social distancing

As stated at the start of the policy addendum, social distancing in school will be new for all pupils. In all cases, where social distancing is breached, reminders will be offered to children immediately. It is envisioned that regular communication and reminders for children will be enough to ensure that appropriate social distancing is maintained as far as possible.

Deliberate breaching of social distancing

Should any child deliberately breach social distancing a member of the Senior Leadership Team will speak with the child regarding their behaviour. It will be stated clearly that any further deliberate breaching of social distancing will lead to parents being contacted and agreed sanctions being put in place which may ultimately lead to a fixed-term exclusion being issued.

Deliberate breaching of social distancing with intent to threaten or intimidate children or staff members.

This includes pushing other children and making remarks such as 'now you have coronavirus' and spitting at children or staff members. Such actions, whilst not only unsafe, are likely to cause considerable upset and worry. Where it is found that such actions have been undertaken, the school will take strong actions to ensure that everyone remains safe and parents will be expected to support school fully. Incidents of such a serious nature could result in the issuing of a fixed-term exclusion.

Physical intervention and restraint (including SEND pupils)

This is a particularly challenging aspect of our policy at this time whilst we follow government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm.

Whilst decisions to use physical intervention may need to be made quickly, they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing
- Whether it is essential because pupils are at risk of harm (to themselves or others)
- PPE should be used when at all possible if physical intervention is needed

It is therefore expected that physical intervention will only be used in exceptional circumstances.