

Cleves Cross Primary Nursery School

and

Respectful



Cleves Cross
Primary School

Together we can...

Relationships Policy

Reviewed: September 2024

Review due: September 2025

Respectful Relationships Policy

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 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.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Mental Health and Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2021) ‘Keeping children safe in education 2022’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2018) ‘Searching, screening and confiscation’

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Mental Health and Wellbeing Policy
- Complaints Procedures Policy
- Positive Handling Policy
- Peer-on-peer abuse Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Safeguarding Policy
- Smoke-Free Policy
- Anti-Bullying Policy: Pupils

Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Managing Behaviour

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.
- 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 PSHE curriculum and UNICEF Right of the Child articles.

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 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.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- 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.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Mental Health and Wellbeing Policy

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school (wearing school uniform on the way to/from school, educational visit) or in the charge of a member of staff.
- 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.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

Supporting their child in adhering to this policy.

Informing the school of any changes in circumstances which may affect their child's behaviour.

- 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.

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.

- The headteacher will consider whether the pupil should be suspended for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan and Risk Assessment will be created to outline the necessary provisions in place.

Behaviour Outside of school

The school's 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.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Appearing calm and using a modulated, low tone of voice.

Using simple, direct language.

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

Providing adequate personal space and not blocking a pupil's escape route.

Showing open, accepting body language, e.g. not standing with their arms crossed.

Reassuring the pupil and creating an outcome goal.

Identifying any points of agreement to build a rapport.

Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Use of Reasonable Force

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- prevent a pupil behaving in a way that disrupts a school lesson, event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Physical intervention

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. Parents will be notified via a phone call or conversation at home time.

It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Using Force

- A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
 - the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
 - the 'double basket-hold' which involves holding a person's arms across their chest; and
 - the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff Training

The Head Teacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and will consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This would be any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items.