

# Springfield Primary School



## Relationship Policy

Version: CMAT Board approved - September 2021



**embrace  
challenge:  
expect  
excellence**

## **Rational**

Springfield Primary aspires to ensure that all members of the community feel safe, secure and valued at school. To make certain this happens, as well as teaching the National Curriculum; we feel that it is important to teach all members of the community to work, play and behave alongside each other. This will lead to a community based on mutual respect and trust where we can live and work together in a supportive way. All members of the community need to be aware of issues of right and wrong, fairness and justice and tolerance. This is to be achieved through restorative practices and conversations.

## **Aims**

Springfield Primary aims to:

- Create a community of self discipline and of acceptance, where we all take responsibility for our actions.
- Promote the highest standards of behaviour amongst all members of the community.
- Celebrate successes and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language. This will ensure that the community accepts responsibility for mistakes and failures.
- Make sure that rewards and sanctions are fairly and consistently applied throughout the school.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidents are not referred to and should focus on the way forward.
- Help the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and well being of all members of the community and the environment in and out of class (including transitioning around the school).
- Be fully inclusive.

## **Rights, responsibilities and beliefs**

We believe that:

- All members have the right to be treated with respect, to be cared for and be happy in school.
- All members of the school community have the right to feel safe at all times.
- We will teach children how to build positive relationships that enable and empower them. If a relationship breaks down, we will support and teach the children how to repair that relationship through the restorative approach.
- Any inappropriate behaviour will be addressed and all parties involved will be given the opportunity to correct the situation.
- All members of the school community have the responsibility to treat others as they wish to be treated.
- All members of the school community will make the most of opportunities given to them.

## **Procedures**

Springfield Primary will encourage positive behaviour by:

- Offering a positive, stimulating and challenging learning environment that motivates children to achieve their full potential.

- Reinforcing positive behaviours through individual guidance and counselling by using the restorative approach.
- Teaching PSHCE and values in discrete lessons and assemblies.
- Informing parents and carers of success and behavioural problems at the earliest opportunity through Class Dojo, a phone call or a face to face meeting.
- Involving parents fully in measures to recognise behavioural problems and relationship issues and where necessary, how to repair the situation.
- Working with outside agencies to develop techniques to encourage positive behaviour.
- Offering the chance for individuals to have counselling and guidance through the restorative approach to develop, monitor and review behaviour.
- Offering all staff, including support staff, appropriate training to meet the needs of teaching and support staff when they are dealing with behaviour problems

### **Rewards**

Dojo points to be given out for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These need to be handed out consistently by teachers.

Pupils will achieve certificates to show they have achieved different amounts of house points: 30 for bronze, 60 for silver, 100 for gold and 140 for platinum. The top 10 children in each year group at the end of each year will achieve a prize. The top male and female at the end of each year will be rewarded with a trophy or certificate. It is up to the class teacher to write the house certificates out and get them to the house leaders for house assemblies.

House points will be collected by a class representative each week and given to the house coordinator (member of staff). In assembly each week, house point totals will be told to the pupils. This will help to encourage positive behaviour, a sense of belonging and community spirit within the school. At the end of each term, the house with the most points will win a mufti day and at the end of the year, the house with the most points will win the house trophy.

Golden bricks will be given as well. These are for outstanding work and a teacher will only be giving one or two of these a day. Children who receive golden bricks should put their brick in the hall display where their bricks will build a house. When a house team completes a house, they will be given extra free time (such as an extra 15 minute break for the first time, 30 minute for the second time...) Golden bricks will be logged on to Sims through managing children's behaviour and staff will communicate to parents or carers the child's achievement.

A celebration assembly each week will take place to celebrate the children's work and achievements. During this assembly the class teacher will pick one child who has impressed them this week for a certificate. This child will also be invited to a tea party each week.

### **Sanctions**

We recognise that where individual pupils are engaging in continuing disruptive behaviour, this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers, in order to take full advantage of the educational opportunities available to all pupils. Adapted approaches will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Parents/carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the

best support for the child/children. Advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information. Due care will be taken to ensure everyone is kept safe. In the event of a child's challenging behaviour compromising the safety of themselves and others, necessary actions to secure everyone's safety will be put in place.

The restorative approach will be used at all stages, including the use of the restorative approach questions. It is part of the language of teachers and pupils. It encourages children to take responsibility. There will be a focus on rights and British values. It focuses on building positive relationships, learning from mistakes and is fully inclusive. It is based on the idea that we all have the right to feel safe at all times and that this includes staff as well as pupils. At all stages, sanctions are non-judgemental and the approach must centre on the behaviour, not the child.

In incidences of low-level disruption (such as speaking out of turn) an informal restorative conversation should take place.

Although we are an inclusive school, we recognise that a child may sometimes need to be removed from a classroom to calm down. In these incidents, the behaviour team will be called for and the child will come back to class once they have calmed down. After these incidents a restorative conversation will take place between the pupil and the teacher.

In more serious or re-occurring incidences (if a child does not improve their behaviour after a warning), a restorative conversation will take place. Incidents such as these will be logged on Sims (using the behaviour incident form, managing children's behaviour) with the outcome of the restorative conversation logged as well. This will take place as soon as possible, at a suitable time, to prevent impact on children's learning. If an incident takes place between two or more pupils, the incident will be inclusive of all during a restorative session and where appropriate all parents should be contacted before the end of that working day. If an incident takes place at lunch or break, a member of staff will make the class teacher aware using an out of class incident form. These will be handed to the appropriate teacher or in incidences of extreme behaviour, to the Head Teacher. If the behaviour continues, the behaviour will be referred to the Key Stage Leader via a referral form. Here a formal conference will take place with the children's parents or carers, the Key Stage leader and the class teacher involved.

If the behaviour still does not change, then it will be referred to the Deputy Head. Here a behaviour plan will be set up through a formal conference with the child and their parents or carers.

Lastly, if the behaviour still does not improve then it will be referred to the Head Teacher. The Head Teacher will meet with the pupil's parents or carers through a formal conference

For extreme behaviours (such as violence, severe damage to property, homophobia, racism or bullying) the Head Teacher will be informed. In these cases, internal isolation will be used where appropriate work is set for the child to do individually. Isolation will take place with correct supervision and in a place away from the school population. Children will take lunch and break away from their peers and be allowed time to use the toilet. There will be a formal conference before and after, a behaviour plan should be set up on re-admittance. This will take place with the Head Teacher, Deputy Head or the Key Stage Leader. Time periods for isolation should be fair and can only be set by the Heads of Key Stage or Deputy Head with agreement from the Head Teacher.

Incidents of bullying are taken very seriously at Springfield Primary. We are a telling school and have an anti bullying policy in place to prevent and repair the damage caused by bullying. - See the Anti-Bullying Policy for further details.

Any incidents of racism or homophobia will be recorded and submitted. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship. All incidents of racism or homophobia will be taken to the Head Teacher.

### **Rebuild and Repair**

At each stage, staff need to take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward. The restorative approach will be used when necessary to help resolve conflict. At each stage, children will be praised for improving their behaviour.

### **The Restorative Approach**

At Springfield Primary, everyone involved in an incident are taken through the restorative approach. This can involve anything from an informal conversation (at teacher level) to a formal conference (at Key Stage Leader level and above). All members of the community involved in the incident are taken through the questions in order, therefore creating an understanding of the harm that has been caused to all parties. Facilitators will use the questions set out below.

Before the conversation the facilitator of the meeting will set ground rules, such as allowing each person to have their say without interruption, no shouting, no swearing and no physical violence. The conversation starts by asking the party/parties who caused the harm the following questions one at a time:

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?

Next, the conversation turns to the party/parties that have been harmed and they are asked:

1. What happened?
2. What were your thoughts at the time?
3. What have been your thoughts since?
4. How has this affected you and others?
5. What has been the hardest thing for you?

Following this, the conversation returns to the party that caused the harm and they are asked:

- What do you think needs to happen next?

Lastly, the harmed party is asked:

- What do you think needs to happen next?

The restorative approach allows all involved to have their say and identify ways in which a relationship can be rebuilt and repaired and how the members involved can move forward. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. If pupils decide on the ways to move forward, then they are more likely to abide by the solution. It will also teach the children the skills and practices that they need to resolve and avoid conflict in the future.

We recognise that all children are individuals and we are flexible in our approach to addressing negative behaviour. The restorative questions underpin our policy, but we are also able to adapt our approach to behaviour issues to ensure it is suitable to the pupil's age and level of understanding. When working with Early Years Foundation Stage the focus will be on feelings and how they are caused. The use of emotion cards, teacher support and group work will all be used to support them. Children with low levels of emotional maturity or with Special Educational Needs will be supported in recognising how their actions have affected others or how they feel about an incident. This will take place though the use of emotion cards.

Staff will investigate incidences of poor behaviour to determine who was involved. Staff will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and the best way to implement the process. If the approach is not successful at the time, we understand we will need to stop the process and come back to it at a later date when the pupils have calmed down and are in the right frame of mind.

### **Strategies for individual pupils**

At Springfield we customise our education to each child, making sure that the National Curriculum is being covered. We recognise that children are individuals and require their own strategies.

We will

- Set individual behaviour strategies and targets. These are set in agreement with the pupil, their parents, the teacher and either the Head of Key Stage, the Deputy Head or the Head Teacher. This will be framed in a formal conference.
- Set SMART targets (specific, measurable, achievable, realistic and timed).
- Use positive behaviour cards and behaviour plans to promote positive behaviour.
- Use further support, available through the SENCo and outside agencies.

### **Powers outside of school**

Pupils from Springfield Primary will only be sanctioned for inappropriate behaviours or incidences outside of school in the following circumstances:

- When participating in a school-organised or school related activity.
- In transit to and from the school.
- Whilst wearing the school uniform.
- In any way in which a pupil is identifiable as a pupil of the school.

These are classified as types of behaviour that could adversely affect the reputation of the school. In these situations, the restorative approach will be used with sanctions used proportionately and fairly.

### **Expectations of teachers**

It is expected that all teachers familiarise themselves and comply with the relationship policy and the procedures (including the restorative approach) within it. This is in line with the relevant Teachers' Standards. Teachers must act in a professional manner at all times and will:

- Create strong and positive relationships with the children.
- Use the restorative approach to rebuild and repair relationships that have been damaged.
- Treat all members of the school community with respect, equality and understanding.
- Refrain from using sarcasm, scathing remarks or belittling any member of the school community.
- Praise, encourage and reward pupils where ever possible.
- Encourage appropriate behaviour rather than rely on sanctions. ●

Apply sanctions and rewards equally and with consistency.

- Be punctual to lessons.
- Use seating plans to promote positive behaviour.
- Make sure that all pupils enter and leave the classroom in an orderly and respectful manner.
- Display good classroom management.

- Create a stimulating learning and working environment.
- Use the Sims behaviour log and reports to encourage improvements in behaviour.
- Seek further help and guidance when required from other teachers, Key Stage Leaders, the Deputy Head or the Head Teacher. This is to be regarded as an appropriate strategy rather than an admission of failure.
- Liaise, through the SENCo, with external agencies concerned with behaviour.
- Contact and report to parents through Class Dojo, phone calls or face to face meetings to discuss the behaviour of their child. This will take the structure of a formal conference.
- Be aware of their powers to discipline, as described in sections 90 and 91 of the Education and Inspection Act 2006.

The responsibilities of the teachers do not change, however it is recognised that the routines of a class might need to change to promote positive behaviour (such as lining up procedures or seating plans). Teachers are trusted to do this as required. It is the responsibility of all staff to help the children develop into outstanding citizens and act as positive role models.

### **Fixed term exclusions**

At Springfield Primary School we do not wish to exclude any child from school, however sometimes it may be necessary. An exclusion is defined as a fixed period or permanent removal of a child from the school and its premises.

Only the Head Teacher has the power to exclude a pupil. The Head Teacher may exclude a pupil for one or more fixed periods, for up to forty five days in any single school year. The minimum exclusion period is half a day. In severe circumstances the Head Teacher may exclude a pupil permanently. If a pupil is excluded by the Head Teacher, the pupil's parents must be informed immediately, giving reasons for the exclusion. This must be communicated both in writing and verbally. The Chair of Governors will also be informed of the decision. The parents of the excluded child must also be informed of their right to appeal against the exclusion and how to make such an appeal. The Head Teacher will also inform the local authority and give notice of the time period and reasons of the exclusion.

We will follow the outline and adopt the procedures set out in the *Pupils Exclusions and Review Regulations 2012*.

### **Searches and confiscations**

We respect all members of the school community and respect the right of all children to their own property. However, we recognise that at times it may be appropriate to confiscate items for the well being of a child. It may also be applicable to aid the child with their learning. In such incidences, it is up to the professional judgement of the teacher or support staff to decide when to confiscate an item. Staff are protected from liability for damage to, or the loss of, any confiscated item. It will be decided by the staff member when any such item is returned.

Our aim is to create positive relationships with children that support them in their learning journey. We will make sure that all children are safe, happy and secure in school. In order to achieve this, it is sometimes necessary to confiscate items from a child. This may entail a search on a child's property. We understand that this can cause damage to a relationship, and as such, searches of property are only allowed if a member of staff suspects a child has any of the following prohibited items:

- Knives and weapons (including tools)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item which has been used to cause an offence
- Any item which is likely to cause personal injury or damage to property.
- Any other items which are banned by the school.

Only paid members of staff are allowed to search for items. In such cases, the child's class teacher should be present. In the case of a search by the Key Stage Leader, Deputy Head or Head Teacher, the class teacher does not need to be present.

A teacher may use reasonable force (see below) to search for the items outlined above, except for items which are banned by the school. In this incidence reasonable force cannot be used.

**Reasonable force including punishments**

Although it should be avoided, we recognise that sometimes staff may need to use reasonable force to prompt, guide or hold children. We do this to help children stay safe and free from harm. All school staff have the power to use reasonable force to:

- Prevent a child committing an offence.
- Injuring themselves or others.
- Prevent damage to school property.
- Maintain good order and discipline in the classroom.

All staff are aware of the advice set out in the document: Use of Reasonable Force 2013. Staff members are not allowed to use reasonable force in any type of punishment in any circumstances.

**Reviewing date**

This policy will be reviewed every two years. The next review date is to be September 2023.