



TIMOTHY HACKWORTH PRIMARY SCHOOL

'Respectful and resilient; being the best that we can be.'

RESPECTFUL RELATIONSHIPS POLICY (Behaviour Policy)

CRC Article 28: All children have the right to a good quality education.



Date policy approved/adopted:	September 2021
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Approved by:	Governing Body
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

Respectful Relationships Policy

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Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values:

Ours is a happy school with high hopes and ambitions for all of our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD \(CRC\)](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all of our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

Rationale:

At Timothy Hackworth Primary School, we aim to inspire all of our children to reach their full potential, academically, socially and emotionally. School policy is derived from the school's Mission Statement, Vision and the shared values that underpin teaching at Timothy Hackworth Primary School. The rationale for developing whole school behaviour management procedures is to promote positive and respectful behaviour, which ultimately is self managed and conducive to effective teaching and learning. Children are encouraged to give their best at all times, inside and outside of school. The consistent application of procedures throughout the school means that children are familiar with, and understand, the expectations placed upon them.

Each class develops its own Rights Respecting Charter annually in September, and parents are informed about the content of this using the Respect for Rights Plan. The system is designed to develop a sense of self discipline and to promote an acceptance of respect for the rights of others in school. This is done by the use of 'Zones of Regulation' and the promotion of positive attitudes, supported by a system of praise to reward good behaviour, and consequences to discourage unwanted behaviour. Children and parents are informed of the outcomes should they repeatedly choose not to follow their charter, or any of the other charters agreed in school. The system allows that concerns over behaviour or learning can be communicated to parents through phone, letter or face to face meeting. Parental support is vital for the development of responsible and respectful behaviour and the

discouragement of behaviour damaging to a Right's Respecting environment. Restorative Approaches are used in school to deal with any conflict situations that arise.

This ethos is further supported by the use of Family Groups which involve children from Y1 to Y6 working together to consider topics linked to the Convention on the Rights of the Child. Foundation Stage work together in Family Groups alongside this.

Assemblies, delivered by staff and visitors to the school, promote the school ethos and address topics linked to the Convention on the Rights of the Child, SMSC (Spiritual, Moral, Social and Cultural) and British Values.

We promote and value:

- everyone's right to learn and teach in a welcoming, safe, caring, organised and stimulating environment;
- the involvement of children, staff, governors, parents and carers and visitors in the decision making process of the school;
- equality of opportunity and respect for all, through nurturing positive self-esteem.

We aim to give pupils:

- a safe and welcoming school, where everyone feels valued, based upon respect, support and trust;
- raised self-esteem and confidence through encouragement and positive feedback to develop independent learners;
- a secure and stimulating environment where enriched and enjoyable learning can happen;
- opportunities for co-operation and collaboration;
- awareness and sensitivity for the world in which we live;
- positive role models;
- carefully structured support mechanisms which they can access when needed;
- fair, equal and consistent treatment from all adults in school;
- confidence when using their pupil voice and an ability to use Restorative Approaches so they can deal with any conflicts that arise in a respectful and positive manner.

We aim to give staff:

- a supportive and orderly atmosphere for the delivery of Quality First Teaching;
- full use of the Restorative Approaches model so that any conflicts that arise can be dealt with respectfully and fairly;
- involvement in the personal and social development of pupils;
- access to training;
- advice and support from colleagues and S.L.T.;
- regular contact with parents.

We aim to give parents:

- clear guidelines in supporting this policy through the Respect for Rights Plans, newsletters and the website;
- positive involvement in seeking solutions to challenges that their children are facing;
- contact with school staff when needed, at times convenient to all parties involved;
- regular updates about their child through mentoring meetings, face to face conversations and annual reports.

We aim to give governors:

- active participation in the development and review of policy in school;
- information pertaining to specific and general developments;
- regular updates regarding behaviour and relationships in school through the Head Teacher's Report and meetings with Link Governors.

Our approach to the continuance of rights respecting behaviour at Timothy Hackworth Primary School is positive and based upon the belief that everyone in school has:

- The right to learn and teach.
- The right to feel safe.
- The right to be heard.
- The right to know and access their rights.
- The right to respect from others.

This is most likely to be achieved when children are given an understanding of their own and each other's rights.

The management of behaviour and the development of a respectful learning environment is the responsibility of the whole staff, teaching and non-teaching, and of parents, governors, visitors and the LEA.

Rights Respecting Behaviour:

As a Gold Level Rights Respecting School we teach pupils about the Convention of the Rights of the Child which contains 42 Articles related to rights. Children develop their own charters in the classroom, selecting those Articles that they feel to be relevant to their class, and working groups develop further charters for shared areas.

The focus for charters in school is:

- The right to learn.
- The right to be the best that you can be.
- The right to feel safe.
- The right to have a voice and have opinions listened to.
- The right to play and relax.
- The right to a healthy diet.
- The right to a clean and tidy environment.

School Uniform Policy

This policy should be read in conjunction with the School Uniform Policy which reflects our Rights Respecting School's ethos of high expectations and being the best that we can be and is based on the belief that school uniform:

- Supports our high expectations of our pupils; to ensure that our pupils are the best that they can be;
- Promotes a sense of pride in the school and has a positive impact on behaviour and attitudes in school;
- Promotes being a positive school ambassador within school and beyond it in the wider school community;
- Cultivates a feeling of belonging to our Timothy Hackworth school family;
- Signals that the children represent our school which entails greater responsibility in maintaining our respectful image and reputation;
- Identifies children with our school when taking part in out of school educational activities and visits;
- Is practical and looks smart;
- Is inclusive of all children in our school;
- Makes children feel equal to others in terms of appearance;
- Is not distracting in class;
- Is regarded as suitable wear for school and considered by most parents as good value for money;
- Is designed with health and safety in mind, to ensure that our pupils have the right to be safe;
- To prepare our pupils for the world of work, where uniforms are required for specific jobs later in life.

Non-Compliance

There may be good reasons why a child is not wearing school uniform. In this case, parents and carers should share the reasons with the Head Teacher either in person, by email or by telephone call. The school will always be considerate and discreet in trying to establish why a pupil is not wearing the correct uniform. Pupils will not be made to feel uncomfortable, nor discriminated against, because their parents are unable to provide them with the required items of school uniform. In line with our Rights Respecting ethos working in partnership with parents, we encourage discussion with the school at the earliest opportunity if there are any difficulties. Where possible, the school will endeavour to support parents so that children are able to attend school wearing the correct uniform

There will be occasions when the school decides that school uniform is not appropriate e.g. when taking part in a physical activity day, or wearing different clothes as a part of a celebration/fundraising event. Parents and carers will be notified in advance of what the revised dress code is on these days.

To ensure the right to be safe for children in school, jewellery, heeled shoes, false nails, make-up and nail varnish will not be permitted whatever the circumstances.

Zones of Regulation:

The Zones of Regulation is a framework used to teach pupils self-regulation and self-control. The aim is to improve a child's ability to recognise and communicate how they are feeling in a safe, non-judgmental way. The Zones of Regulation categorises states of alertness and emotions into four coloured zones. While the aim is to maintain being in the 'Green Zone', it is important to know that it is fine for children to experience all of these emotions while they are at school.

The Blue Zone

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

The Green Zone

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.

The Yellow Zone

The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The Red Zone

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

Encouraging Good Behaviour:

So that we can foster respect and good behaviour in school we emphasise the use of positive praise, encouragement and reward. This system includes:

- praise by members of teaching and non-teaching staff;
- stickers, certificates, postcards and texts home;
- class Trophy of the week presented in the Celebration Assembly each week;
- Right's Respecting Certificates;
- Celebration Assembly acknowledging achievements within and outside of school;
- Right's Respecting vouchers - collated at a Family Group level;
- individual class rewards;
- Attendance Rewards.

Addressing Inappropriate Behaviour:

On occasion pupil behaviour may impact upon the rights of others. There will be situations where pupils experience stressful situations in school or at home that may impact upon their behaviour in a negative way. Because of this, Timothy Hackworth Primary School has developed a range of strategies to minimise or overcome this behaviour and the impact it has on others.

When dealing with challenging and disruptive behaviour, staff are expected to:

- act in a calm and rational manner;
- avoid confrontation;
- listen to the facts and act calmly and fairly;
- use the Restorative Approaches model in conflict situations;
- be explicit that it is the behaviour and not the child that is causing the concern.

In these situations, staff use a traffic light system that is clearly displayed within each class teaching area. All children begin each new day in the green light section of their class chart. 'Green' represents respectful behaviour and most children remain on 'green' throughout the day. The individual behaviour of the child influences how their part of the chart looks. Children can move to star level for outstanding examples of respectful behaviour. When their behaviour is not respectful and affects the rights of others, a child may be moved to the yellow section of the chart, or for more disruptive behaviours, a child may be moved to red.

A child may be moved to yellow if:

- poor behaviour choices are repeated during the day that impinge upon the rights of the other children, and adults, to be safe and learn;
- if verbal reminders are having no effect on the behaviour being displayed.

Consequences for being in yellow:

- the behaviour will be discussed with the teacher (at break or lunch so that learning is not further disrupted) allowing time for self-reflection;
- the child may be removed from the situation and have time out with another member of staff;
- missed learning may be sent home for completion;
- children can earn their green status back by showing a respect for their learning, themselves and others;
- if the child is frequently receiving yellow cards, they may be issued with a Behaviour Log which will track their behaviour.

A child may be moved to red if;

- a serious incident occurs. Any incident involving violent, dangerous or damaging behaviour will automatically be treated as red and yellow will be automatically bypassed.

Consequences for being in red:

- the incident is logged on a Behaviour Slip which is given to a named member of staff. The class teacher records the incident on a Behaviour Tracking Sheet in their class file. Parents are informed of each red card incident;
- the child may be removed from the situation to another area or class in the school;
- playtimes or lunchtimes may be limited where the child's behaviour is a threat to their own or another's right to be safe;
- an S.L.T. member should be informed and behaviour discussed with the child;
- an Individual Support Plan may be drafted for persistent and prolonged incidences of inappropriate behaviour.

Early Years Foundation Stage:

Consequences for inappropriate behaviour are more immediate in the Foundation Stage so that young members of the school community can directly link cause and effect to their actions. Children are required to sit on a 'Thinking Chair' for a short period of time and a discussion takes place about how their behaviour affected the rights of others. Serious incidents are recorded on a Behaviour Tracking sheet.

Rewards are never removed as a consequence. Everyday provides the opportunity for a fresh start for every child. Each child begins each day on green. However, some consequences may have a duration lasting longer than one day.

Support In School:

The Pupils and Families Intervention Support Lead supports children and families who are experiencing difficulties. Parents and children are also able to request support. Children who are experiencing difficulties receive small group or 1:1 support.

The Place2Be Counselling Service is available on site to support vulnerable children. Children can also access support through the Mental Health Support Team who are available within school.

Support from other agencies:

If a child's behaviour continues to impinge upon the rights of others in school, then the school will seek advice and support from other agencies such as Educational Psychologists, L.A. Behaviour Support Service, EWEL Team and CAMHS. This will always be done in consultation with parents or carers.

Exclusions:

Unfortunately, there will be individuals for whom the consequences explained above do not deter inappropriate and repeated behaviours. In this instance, the Head Teacher may have to use other procedures to ensure a safe, happy and respectful environment is maintained. This may involve the use of fixed term exclusion, managed move and permanent exclusion. All procedures for carrying out these actions will be strictly in line with L.A. guidelines.