

## RELATIONSHIPS AND BEHAVIOUR POLICY



*Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.*

### **Philosophy**

We believe in positive behaviour management based on the good relationships fostered within the school community. We have high expectations, and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions. This policy is to be read alongside the school anti-bullying policy, the school positive handling policy and the CIT exclusions policy.

We use our relationships and behaviour policy to help pupils improve their attitudes & behaviour in the classrooms, on the playgrounds and when representing the school on visits.

### **Aims of a positive approach to relationships and behaviour:**

- To encourage a calm and purposeful atmosphere within the school.
- To fulfil the Poplar Promise, including the whole school community to feel loved and nurtured.
- To feel confident and secure enough to explore, experiment, be curious and open to learning.
- To support pupils to develop further and learn from their choices.
- To experience, safety, security and stability with us.
- To recognise the value of each person as an individual with unique gifts and talents.

### **Positive Motivation**

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions, and we support them to reflect and acknowledge their actions. This is reflected in our use of the language of choice, acknowledging that we can all feel negative emotions at times.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have made the best choices, rather than expecting perfection.

### **Class Dojo**

We use Class Dojo to reward the children with individual Dojo Points (points are not awarded for the whole class) for demonstrating our Poplar Promise and the Rights Respecting Articles. Dojo Points are collated throughout the year, and celebrated with star badges in Key Stage Assemblies at the following totals:

- Green - 40 dojos
- Bronze - 80 dojos
- Silver - 140 dojos
- Gold - 200 dojos

The children are also able to purchase a reward from the Dojo Shop at the end of the school year.

## Celebration Assembly

Every week a child from each class will be awarded the 'Superstar' certificate. These will be chosen by the class teacher and their parents / carers are invited in to our Celebration Assembly on a Friday. Children can also be nominated for displaying the Poplar Promise or Rights Respecting Articles, and celebrated during the assembly.

## Other Rewards

There are a variety of other rewards that do not contribute to the whole school system can be used at the discretion of class teachers and school leaders:

- Showing work to other teachers or school leader
- Stickers
- Certificates
- Class points / class rewards
- Post card / telephone home to parents
- Work displayed in classroom or in a display board around the school

## Our Relational Approach

Regulation is the secure foundation to working with pupils. We aim to develop self-regulation over time. We have a variety of resources in school to support our approach, including classroom Calm Corners.

### Regulate

This is a way of soothing and managing emotions. For example, sensory breaks; time in the Calm Corner etc.

### Relate

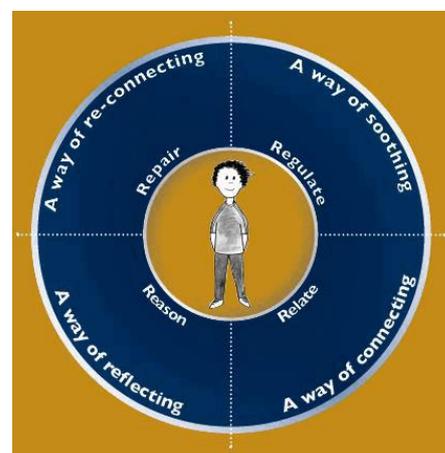
This is a way of connecting so children are seen, heard and understood. For example, 'I can see you are feeling...'

### Reason

This is a way of reflecting on the choices made and emotions felt, allowing pupils to unpick what has happened. For example, the repair and reflect sheet.

### Repair

This is a way of re-connecting and moving forward, whilst keeping the relationship intact. For example, natural consequences.



Example questions for reflecting	Example questions for repair
What happened? How did you feel? How did they feel? What have your thoughts been since? Who has been affected by what you did?	What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think you need to do to make things right?

## Relationship Interventions

If a child has been identified as requiring additional relationship support, the following interventions can be accessed:

Relationship Interventions	
Team of support	<ul style="list-style-type: none"><li>Supporting child to identify stressors and calmers.</li><li>Child is supported by key staff from a range of teams (class / midday / TA etc) and the team is aware of the child's needs and history.</li></ul>
Learning Mentors	<ul style="list-style-type: none"><li>Tailored bespoke support, depending on needs of the child.</li></ul>
ELSA support	<ul style="list-style-type: none"><li>Tailored bespoke support, depending on needs of the child.</li></ul>
Play Therapy	<ul style="list-style-type: none"><li>Tailored bespoke support, depending on needs of the child.</li></ul>
Lego Therapy	<ul style="list-style-type: none"><li>Tailored bespoke support, depending on needs of the child.</li></ul>
Drawing and talking therapy	<ul style="list-style-type: none"><li>Tailored bespoke support, depending on needs of the child.</li></ul>
Mental Health Schools Team	<ul style="list-style-type: none"><li>Tailored bespoke support, depending on needs of the child.</li></ul>
School Mental Health First Aid	<ul style="list-style-type: none"><li>Tailored bespoke support, depending on needs of the child.</li></ul>

## Additional Needs

We aim to make reasonable adjustments to assist the pupil with additional needs, therefore there will be a clear process that will be followed to prevent discrimination and promote equality and inclusion. Any additional support that has been agreed and implemented will be reviewed and evaluated. Parents will be expected to be involved in the setting and reviewing outcomes and provision.

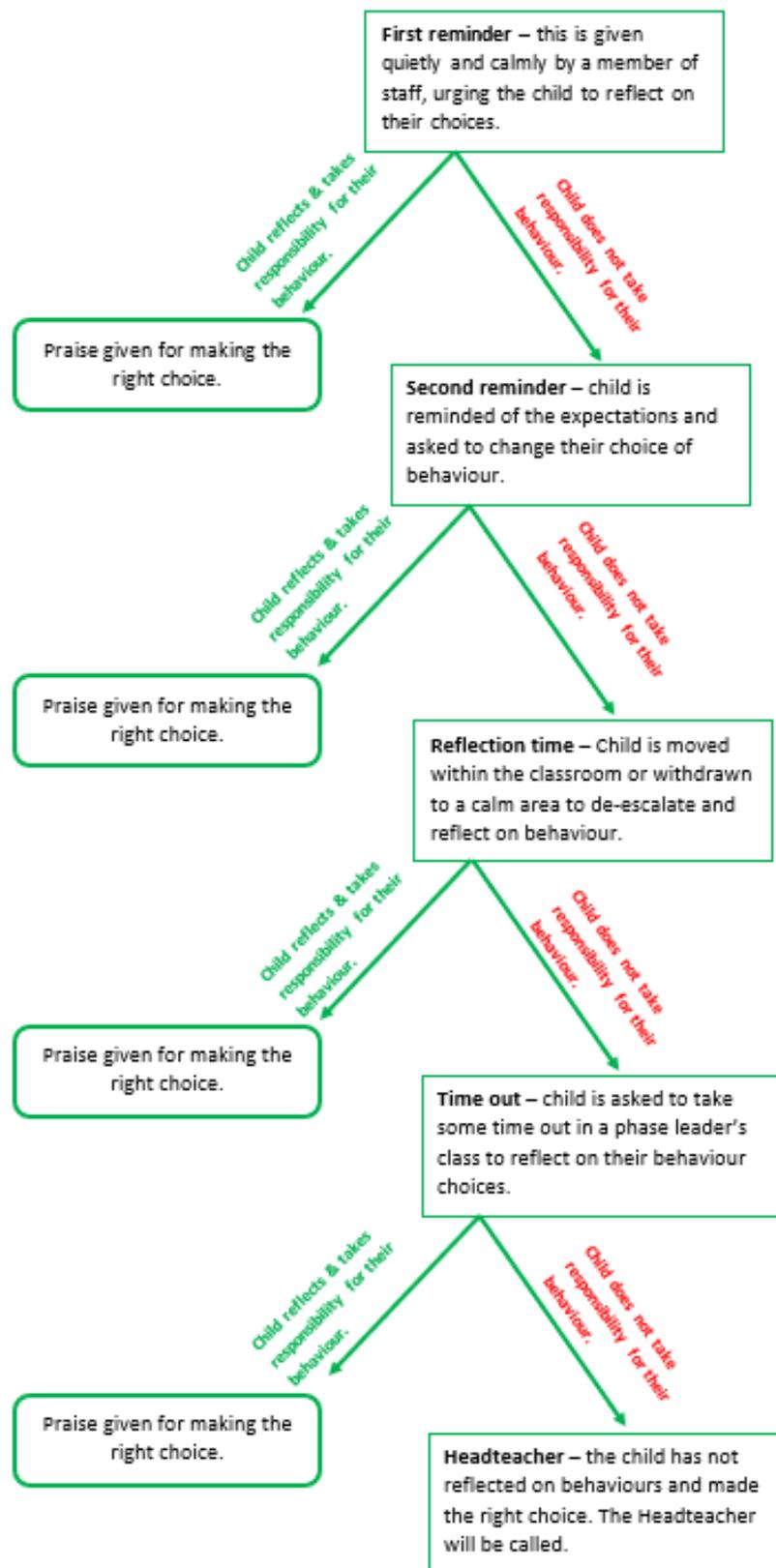
## CPOMS

CPOMS is a software application for monitoring child protection, safeguarding, pastoral and welfare issues. Working alongside the school's existing safeguarding processes, CPOMS is a system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs and domestic issues. Using CPOMS, the school can ensure that pupils are safe and fully supported, whilst school staff can focus on teaching and providing support.

Every member of staff across the school has an obligation to report any concerns which they may have. With their own individual logins, CPOMS allows them to record information in a central repository and have relevant people alerted immediately.

## Responding to negative behaviours

<b><u>Responding to negative behaviours</u></b>		
<b>Stage 1</b>		
Verbal reminder given.	Low level behaviours (not listening, not following instruction, poor manners etc).	
<b>Stage 2</b>		
2 <sup>nd</sup> verbal reminder given.	Continued low level behaviour. Refusal to follow instructions.	
<b>Stage 3</b>		
Move within classroom. Reflection time.	Persistent low-level behaviours, rudeness, refusal.	Incidents, actions and consequences are recorded on CPOMS.
<b>Stage 4</b>		
Time in / time out (Phase Leader / Senior Middy) Restorative conversation to be completed.	Continued behaviours as above. More serious event, inappropriate language, fighting.	
<b>Stage 5</b>		
Headteacher / Deputy Headteacher	Serious single event, persistent inappropriate behaviours, stealing, damage to property, bullying.	
<b>Suspensions and Exclusions</b> <i>These will only be issued following extreme events, and when all reasonable adjustments and support have been used.</i>		
Fixed Term Suspension * Fixed term suspensions could lead to a permanent exclusion following reviews of evidence and advice taken.	Serious single event / evidence of on-going events, usually where the physical or emotional safety of other children or staff is a concern.	
Permanent Exclusion	In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.	



Allegations of bullying, racial or homophobic incidents are all investigated in line with the anti-bullying policy and recorded on the school CPOMS system. Parents are informed of these investigations.

We believe that children deserve a “fresh start” every day and that consequences incurred during one day should not, where possible, be carried over to the next day. From time-to-time, teachers will remind the whole class that every day is a new day and a chance to do even better than the day before.

### Use of reasonable force

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy (The use of physical intervention). See also Government guidelines: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## EXCLUSION SYSTEM

*We always refer to the CIT Exclusions Policy, as well as the guidance below.*

### **Fixed term suspensions and permanent exclusions**

We do not wish to suspend any child from school, but sometimes this may be necessary. The school therefore has adopted the standard national list of reasons for exclusion and the standard guidance, called "Exclusion from maintained schools, Academies and pupil referral units in England" (DfE, 2012). We follow the guidance within this booklet.

Only the Head Teacher has the power to suspend a child from school. The Head Teacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher suspends a child they must inform the parents or carers immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Local School Board. The school informs the parents or carers how to make any such appeal. The parents are also informed of the date and time of the 'reintegration meeting', which takes place on the first day back to school following a fixed-term suspension. It is expected that a parent / carer attend this meeting with their child.

The Head Teacher informs the LA and the Local School Board about any permanent exclusion and about any fixed-term suspensions, and also the Out of Schools team to receive additional support and advice.

The Local School Board itself cannot either suspend a child or extend the suspension period made by the Head Teacher.

The Local School Board will convene a discipline committee. This committee considers any suspension appeals on behalf of the Local School Board.

When the discipline committee meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA and consider whether the child should be reinstated.

If the committee decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Where the discipline committee has upheld a permanent exclusion, the parents may appeal against its decision; the appeal must be made before the 15<sup>th</sup> school day after the day on which the parent was given notice in writing of the Local School Board's decision. An independent appeals panel appointed by the Local Authority would hear this appeal.

### **Training needs**

Training Needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.

### **Monitoring of the policy**

The effectiveness of the above policy and our practice will be evaluated every year. The Head Teacher in consultation with the whole school community will carry this out.

This policy was adopted:	February 2020
Review Cycle:	Annual
This policy was subsequently reviewed:	February 2021
	July 2021
	February 2022
	July 2022
	July 2023

## Additional Information from CIT

### Addressing violent behaviour

Violent behaviour is never acceptable. This is both physical and verbal violence (i.e. threats and intimidation). This also includes the possibility of sexual violence or threatened sexual violence. However, a pragmatic approach needs to be taken if the incident was a low-level playground 'scuffle' or a possible vexatious complaint. When violent behaviour is suspected, seen or reported, then an investigation must happen immediately and a senior staff member should be involved.

- An assessment will be made immediately as to the severity of the incident and the intent of the perpetrator. This will take into consideration the age and cognitive understanding of all parties.
- Any first aid must be administered immediately by a separate adult to ensure injuries are dealt with without delay.
- The views of all parties involved should be sought to verify what, where and when.
- Senior leaders are responsible for deciding on sanctions and follow-up actions and this will depend on the severity of the incident.
- All discussions, allegations and subsequent actions must be logged on CPOMS - timed and dated and assigned to key staff as soon as possible after the incident, with all necessary follow ups logged as further actions or information is available.
- If there are any concerns regarding signs of abuse and a child is 'acting out' then the DSL must be informed and the appropriate action taken.
- Parents of all parties should be informed.
- The school will follow up where necessary with preventative work to teach children about the impact of violence or how to control their feelings through PHSE curriculum provision.

### Tackling hate behaviour

Poplar Farm School has a six-point approach to tackling hate behaviour - this is any behaviour that is prejudicial against people with protected characteristics. We will ensure that we:

#### **Acknowledge the problem**

We will make sure that we call this behaviour what it is and as well as challenging the more obvious name calling and violence, the lower level incidents will also not be tolerated i.e. challenging the culture of 'banter' that might appear to be using homophobic or racist language in fun where it is assumed that the victim enjoys the 'ribbing' or is compliant with this in order to fit in.

#### **Secure a commitment from all senior leaders**

At Poplar Farm School there is a strong vision, ethos and drive from senior leaders to tackle homophobic and transphobic conduct and language as well as understanding how we can develop respect and understanding by teaching children about the protected characteristics.

#### **Train all staff**

All staff will be involved and receive the same training. This means that lunchtime staff, site managers, teaching assistants and staff working in the front-of-house office will all know school policies and

procedures and how to recognise, challenge and record this type of behaviour. As a result, staff will become knowledgeable and confident about this aspect of their work.

### **Update policies and procedures**

All policies will be reviewed and updated regularly to ensure that they included lesbian, gay, bisexual and transgender (LGBT) pupils and adults. Systems to safeguard pupils, such as training for the designated safeguarding lead, and policies will ensure that staff have a good level of knowledge about tackling prejudice-based bullying.

### **Tackle homophobic and transphobic language strongly**

We will always aim to ensure that any use of such language, such as 'gay' as a derogatory term, is recorded and followed up. Incidents will be taken seriously and we will ensure that they can be reported anonymously to protect the pupils. Incidents will be measured and evaluated frequently. Similarly, any attitudes seen or suspected that are negative towards those with protected characteristics will be followed up and staff will work with pupils to change their perceptions. We will be fearless in tackling prejudice-based behaviours and we will include parents and carers, local school board members and the community in helping to combat poor behaviour.

### **Develop the curriculum to ensure we teach children about the protected characteristics**

We aim to review our curriculum and systems to ensure that it can meet the needs of learners who need to be prepared for life in modern Britain. We will ensure that staff do not make assumptions about pupils' families and we include references to same-sex couples and families. We will aim to ensure that lessons, books and topics covered all strands of diversity, including sexuality and gender identity. We will use role models and resources provided by external organisations to create an inclusive culture within our school. Displays, posters and information to visitors will ensure that everyone entering the school knows about its values of respect for all forms of diversity. We will not single out sexuality or gender identity but ensure that the curriculum covered all types of diversity.

### **Searching, Screening and Confiscation**

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe. The government document - 'Searching, Screening and Confiscation' - July 2022 will be used as guidance to structure our schools' screening, searching and confiscation procedures.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; but we will always ensure that any searching or screening must always be assessed as being justified and proportionate. We will always exercise our searching powers in a lawful way.

We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

In our school, only the Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they *have reasonable grounds* to suspect that the pupil may have a prohibited item (listed in paragraph 31 of the government guidance Searching, Screening and Confiscation July 2022) or any other item that our school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - To commit an offence
  - To cause personal injury to, or damage to property of any person (including the pupil)
- An article specified in regulations:
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.