

**The Federation of
Our Lady Queen of Martyrs, Esh Winning &
St Joseph's, Ushaw Moor RC Primary Schools**



“Living, loving and learning together, with our eyes focused on Jesus.”

**Respectful Relationships Policy
(School Behaviour Policy)**

Agreed by the Governing Body on	15 th May 2019
Review Date	Summer 2020
Revised Draft	~
Person Responsible	Head Teacher

‘The best interests of the child must be a top priority in all things that affect them.’
Article 3 of the United Nations Convention on the Rights of the Child

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Rationale

Our Mission at The Federation of Our Lady Queen of Martyrs and St Joseph's RC Primary Schools is to ensure all children reach their full potential in a caring, co-operative atmosphere, guided by Gospel values. In order to do this, we promote respectful relationships amongst all in our school communities and believe positive behaviour is vital in creating a safe and secure learning environment. This links in with our whole school 'Rights Respecting School' ethos, which focuses on the UN Conventions on the Rights of the Child.

By rewarding, promoting and displaying positive and respectful behaviour pupils and staff are motivated to work towards this aim at all times. Through challenging and intervening when a pupil behaves inappropriately, we aim to assist children to choose the correct behaviour in the future and restore relationships effectively. In order to do this, our school adopts restorative approaches when resolving conflict. We have high expectations of everyone within school and treat all pupils and adults with equal respect.

The implementation of this policy gives everyone clear guidance for how behaviour is managed at Our Lady Queen of Martyrs and St Joseph's RC Primary Schools to ensure that effective teaching and learning takes place at all times. The policy was devised in conjunction with staff, children, parents and governors.

Values

Our school values are:

Respect – we value, support and empathise with each other

Responsibility – we are responsible for our own actions

Reparation – we try to put things right and display the Christian value of forgiveness.

Reintegration – we can always make a fresh start

Aims and Expectations

We aim to give pupils:

An understanding of 'right' and 'wrong'.

The opportunity to be listened to and to negotiate with others in a respectful, restorative way in accordance with Article 12 of the Convention-*Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*

A safe and calm environment in which all can learn.

Rewards to celebrate and promote positive behaviour in school and on school trips.

Greater self-esteem and confidence through encouragement and positive feedback.

An understanding of personal, social and community responsibilities.

We expect pupils to:

Be polite and respectful to everyone in our school community.

Take responsibility for and accept consequences of their actions.

Express their feelings in a positive way and be mindful of the views of others.

Make it as easy as possible for everyone to learn and for the teachers to teach.

Represent the school well during educational visits.

We aim to give staff:

A calm, safe and ordered learning environment in which to teach.

Peer support in staff meetings to enhance relationships and wellbeing.

Full use of the restorative approaches model in order to resolve conflicts efficiently and respectfully.

Access to relevant training and support from the Senior Leadership Team and, where appropriate, external agencies.

Regular opportunities to discuss pupil behaviour and seek support from wider agencies whenever necessary, with support from the Special Educational Needs and Disability Co-Ordinator.

We expect staff to:

Promote and uphold the Respectful Relationships Policy.

Use restorative approaches consistently and fairly.

Ensure the Respectful Relationships Policy does not discriminate against any pupil.

Receive appropriate training in order to implement the Respectful Relationships Policy.

We aim to give parents:

Clear guidelines in supporting this policy through leaflets, newsletters, texts, family learning sessions and the school website.

Pro-active, positive involvement in resolving conflict and challenges that their children are facing.

Support from school staff when necessary.

Regular updates about their child through parents' evenings, conversations, termly reports, annual reports, texts and celebration assemblies.

We expect parents to:

Promote and uphold the Respectful Relationships Policy.

Be polite and courteous to staff members at all times.

Work with school to support their child's positive behaviour.

Respect the authority and professionalism of staff.

Alert staff to any circumstances which may result in their child displaying a change in behaviour.

We aim to give governors:

Active participation in the development and review of policy in school.

Access to relevant training and updates on behaviour in school.

The opportunity to be part of the celebration of positive behaviour.

We expect governors to:

Support the authority and professionalism of staff.

Promote and uphold the Respectful Relationships Policy.

Monitor behaviour in school and assist in any exclusions if necessary.

Be polite and courteous to parents and staff at all times.

Strategies and Implementation

Restorative Approaches

A restorative model in school focuses on the impact on relationships and how they can be successfully restored and maintained. Restorative approaches are used in all areas of school e.g. in class, on the yard and in the lunch hall. They are usually a brief restorative discussion where children (and adults if necessary) can have their say, listen to the impact of their actions on others and come up with ways to move forward.

The emphasis is on reparation and reintegration and encourages children to express and listen to how their behaviour has affected others, working together to find solutions. It promotes effective conflict resolution skills, providing children with a forum to 'have their say and be heard.'

The following scenarios are given below to show the restorative process in action.

All Restorative Conversations in school endeavour to follow this format. There is also an Early Years script for those children who find the Understand Fix Teach model more helpful

SCENARIO 1 Harry is rocking his chair back and forth, banging against the wall. In spite of your catching his eye and using close proximity, he continues and begins to really annoy Robbie. Harry, Robbie and you have a brief Restorative Conversation using the Learning Script adaptation.

LEARNING SCRIPT:

Tell the story

Before we begin, we remember that Article 12 of the Convention says Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

What's happened? (Both children have the opportunity to say their part)

Explore the harm

Article 28 of the Convention says that everyone has the right to an education

How has your behaviour affected Robbie's right to Article 28?

Article 29 says Education must develop every child's personality, talents and abilities to the full

Has your behaviour upheld this right for yourself?

Has your behaviour upheld this right for Robbie?

Repair the harm

How can you go about fixing this? (Take suggestions from both parties)

What exactly are you sorry for, Harry?

How will this support Robbie's learning?

How will it support your learning?

Reach an agreement

What do you need to do from now on? (Both parties are asked this)

How will Robbie know you are truly sorry?

Plan follow-up

When would be a good time to check in with you to see that you're doing what we agreed?

What support do you need from me to make sure this doesn't happen again?

Early Years Script

SCENARIO 2: Anne wipes paint on Amy's jersey. You, Amy and Anna have a Restorative Conversation using the Early Years Script adaptation.

Tell the story

Article 12 of the Convention says Every child has the right to express their views and to be listened to

What happened? (Both parties have their say)

When you wiped paint on Amy's jersey, was that a good choice or a bad choice?

Explore the harm

How do you think Amy felt when you did that?

How do you feel now?

Repair the harm

How can we make things right again? (Both parties have their say)
What are you sorry for Anna?

Reach an agreement

How can we make sure this doesn't happen again?
How will Amy know you are truly sorry?

Plan follow-up

I'm going to check on you later on to see that you're doing what we agreed.

We teach PSHE in our curriculum to help children to develop emotional literacy and developing methods of conflict resolution is part of this programme. The language of restorative approaches is modelled by all staff throughout school as part of everyday life.

In our Federation we pride ourselves on the excellent behaviour of our young people. However when behaviour falls short of our expectations, there are clear guidelines for dealing with this.

All staff can issue verbal warnings. After 2 verbal warnings and no improvement in behaviour, the child will be given a "time out" which means being moved from the group seating area or sent to a designated space outside if the incident occurs in non-curriculum time.

If poor behaviour which works against Articles 28 and 29 of the UN Convention on the Rights of the Child (every child is entitled to a primary education and education must develop every child's personality, talents and abilities to the full) continues then the child is taken to a member of SLT for an escalated time out. After the time out the child is given a "fresh start" and the opportunity to be swiftly reintegrated into the class situation. In order that children understand the harm caused it is vitally important that the Restorative Approaches Conversation applies in this situation, too. The SLT member should lead the conversation between the child and the adult that requested the escalated time out. It may not be possible to do this until after the lesson has finished, and therefore, after the child has already been reintegrated into the classroom. There are instances where the SLT may be suitably placed to act as the adult requesting the escalated time out and the Restorative Approaches Conversation can take place sooner.

Teachers speak to parents at the end of the school day or ring to make an appointment if they feel parents need to be informed about their child's behaviour.

In the rare event of continuing poor behaviour, a meeting will be set up between the school, the child and the child's parents so that appropriate behaviour can be swiftly restored.

In some instances, individual children may require a personalised behaviour monitoring strategy to suit their needs. If this is the case, the class teacher will report this to SLT and it will be discussed with parents.

Implementation of Rewards

All staff and volunteers have the right to be treated with respect and fairness. All adults working in school can issue 'house points'. Children belong to one of four Houses. At OLQM the Houses are Garabandal, Lourdes, Walsingham and Carmel. At St Joseph's the Houses are Raphael, Michael, Hosts and Gabriel. Children with the most house points each week are rewarded in assembly with a sticker. The house with the most points each week sees their name placed on the school trophy. Certificates are also awarded in assemblies to celebrate a variety of achievements. Staff may sometimes also use extra short term rewards as an incentive for something specific to their class.

Behaviour on trips (educational visits, sporting events, etc)

Positive, respectful behaviour and conduct expected within school is also expected during any events/trips and will be dealt with in the same manner. Any incidents will be dealt with upon immediate return to school and may result in the pupil's exclusion from further events/trips. If a trip leader decides a child needs to be returned to school during that particular outing due to unacceptable behaviour, the Senior Leadership team will be consulted. Parents/Carers will be informed that this has taken place

Power to Search Pupils for Weapons

The Violent Crime Act 2006 allows the Head Teacher to conduct a 'without consent search' *for weapons only* with another member of staff present, and can authorise (although not require) other staff members, to search pupils. The search should be conducted in a private place and must have two staff members present, and searches must be the same sex as the pupil. The pupil can be required to remove outer clothing (including blazers). If this is refused a searcher can use reasonable force to remove it. There always remains the option of calling the Police, who may decide to conduct a search themselves. The legal power for school staff only extends to weapons and if the school felt it was necessary for a pupil to be searched for some other reason (e.g. illegal drugs or stolen property) this should be carried out by the Police.

Exclusions

Exclusion is the most extreme measure the school can take and is only involved where all restorative measures have failed or in extremely serious instances.

If a child is at risk of permanent exclusion, the Local Authority will be consulted.

Bullying

Please see our 'Anti-Bullying Policy'.

Review

This policy will be reviewed every year by the Head Teacher, Deputy Head Teacher and Governors.