

CANTRELL PRIMARY AND NURSERY SCHOOL



Relationships (including bullying) Policy October 2024

1. Policy statement

Cantrell Primary and Nursery School is committed to creating an environment where relationships are at the heart of productive learning. We aim to help our children to grow, socially, emotionally, personally and academically.

Our relationships policy guides staff to teach self-discipline, re-enforce positive behaviour and model the expected standards/values of our school.

Our school's core expectations form an integral part of our relationships policy.

These expectations are:

Kind
Respectful
Responsible

These expectations relate to all aspects of behaviour inside and outside of school and are the basis of discussions during the restorative process with children. We expect all members of our school community to display and model these core values in their everyday practice.

Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To give recognition to learners who are displaying 'above and beyond' expectations and lessen attention given to poor conduct by praising the behaviours we want to see.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values respect, honesty, courage, creativity, friendship and forgiveness.
- To ensure that excellent behaviour is an expectation for all.
- To develop in pupils a sense of self-discipline, a proper regard for authority and acceptance of responsibility for their own actions.
- To prevent bullying (including cyberbullying, prejudice based and discriminatory bullying), lost learning time, child-on-child abuse and violence.
- To ensure pupils can benefit from all the learning opportunities planned and provided for them to succeed in school and later life.
- To ensure pupils complete tasks reasonably assigned to them in connection with their education.
- To regulate the conduct of all pupils.
- To make reasonable adjustments for some pupils so that they can reach the expected standard of behaviour.
- To teach pupils what good behaviour is explicitly.
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.

1. Consistency of approach

In order to embed this policy across school so that it can have an impact on our children, we recognise the need for consistency. All adults within the school are expected to follow the same procedures relating to behaviour management.

Children should be reminded of our school expectations on a regular basis so that all pupils are clear of their meaning and application in the school environment. These values will form the basis of restorative discussions.

All staff, every day, will:

1. Meet and greet children at the classroom door.
2. Refer to the positive behaviours they expect to see linked to our expectations.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Recognise and promote positive behaviour publicly and address issues privately.
6. Be calm and give 'reflection time' when managing negative behaviour.
7. Follow up every time, engaging in reflective dialogue with learners to support them in displaying positive behaviour (see Appendix A).
8. Expect all children to achieve our high expectations.
9. Take responsibility and control over behaviour in their classroom, seeking advice when needed.
10. Staff will liaise with colleagues to investigate persistent behaviour which give cause for concern and may be communicating a need. In the event that identification gives concerns of additional needs the 'SEND Journey' will be followed with support from the SENDCo. In the event that a safeguarding issue is identified, colleagues will bring this to the attention of the DSL/DDSL.

Senior leaders will:

1. Meet and greet learners at the beginning of the day.
2. Be a visible presence across the school.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex or entrenched behaviours.
6. Use behaviour data to target and assess school wide relational policy and practice.
7. Regularly review provision for learners who fall beyond the range of written policies.
8. Support pupils and their families with any underlying matters that might be impacting on their child's behaviour

Pupils will:

1. Embody our school expectations

Parents / Carers will:

1. Encourage independence and self-discipline, to show an interest in all that their child does in school.
2. Foster good relationships with the school and support the school in the implementation of this policy.
3. Make children aware of appropriate behaviour in all situations and to be aware of the school expectations.

2. Recognition and rewards for effort

At Cantrell Primary and Nursery School we follow the mantras of:

- Praise in public, reprimand in private.
- Fight fire with water – approaching with a calm response, instead of the behaviour being presented to us.
- The problem is the problem, not the child.

In using these mantras as a basis for our discussions about behaviour, we aim to encourage positive behaviour from all learners.

Positive behaviour within school is rewarded through a series of tools. Teachers have their own individual rewards systems and examples of whole school ones involve:

- **Recognition Boards** – Each class has a recognition board where children are celebrated for going ‘above and beyond’ expectations. Each class/year group has a focus of, “This week, we are getting caught doing...”
- **Class Dojo** – Dojo points are awarded to children for a range of reasons, including ‘good listening’, ‘being on task’, ‘sharing ideas’, ‘completing homework’, ‘using manners’ etc. One Dojo will be awarded on each occasion. Parents/Carers have access to their child’s ClassDojo page and are able to see how many points their child has earned throughout the day.
- **Dojo certificates** – KS1 children receive individual certificates for reaching milestones in their dojo points. These occur at 25 step intervals.
- **Head Teacher’s postcards home** – Children will receive a postcard home when Class Teachers notice they have gone above and beyond what is expected of them.
- **Attendance Awards** – Each week, the class with 100% attendance will be awarded a non-uniform day the following Friday.
 - Every child, who has attended school each term, will be awarded with a termly pin badge which they can display and wear on their school lanyard
- **Achievement Assemblies** – Every Friday, all phases (EYFS, Years 1-3 and Years 4-6) celebrates children who have gone above and beyond the school expectations, shown perseverance and achieved excellence in an area of school.
- **Fine Dining** – Each week Midday Supervisors nominate a pupil, who has gone above and beyond the school expectations, from their year group to join Mrs Weaver for dinner in the school hall

3. Managing Behaviour to reinforce positive behaviour

For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be followed with care and consideration, taking individual needs into account where necessary. Staff should always, and consistently, in every lesson **be praising the behaviour they want to see.**

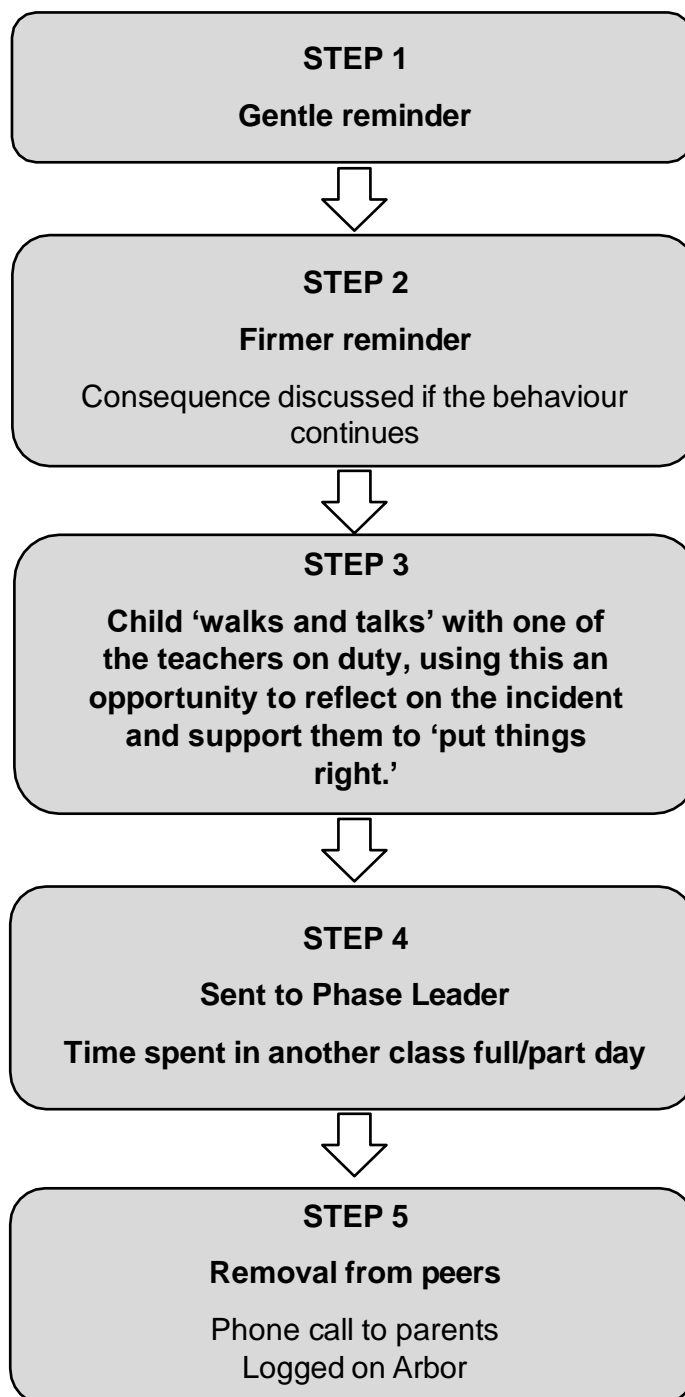
Staff and Pupils will demonstrate the school expectations (which are displayed in every classroom and used to form reflection discussions):

**Kind
Respectful
Responsible**

Children will learn to become accountable for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor

conduct. Staff will also recognise the needs of individual children and, particularly in the case of early years or where additional needs are present, what is developmentally appropriate behaviour. Professional judgement and individualised provision maps will be in place to support these learners.

When children aren't observing the expected behaviour in school, the following consequences will be in place:



See also **APPENDIX A**.

After steps 1-3, the class staff will follow up with a discussion to allow the child to reflect and learn from the situation, using a 'walk and talk' opportunity at playtime. **See APPENDIX B.**

Incidents – for more severe behaviour such as fighting, verbal abuse, persistent disruption, persistent defiance, damage to property, etc, this will be recorded on Arbor as an incident and parents will be informed. The child will miss a break and/or lunchtime. Missed breaks or lunches will entail the child standing beside the member of staff on duty. Parents will be informed on the same day.

In some situations, consequences are applied immediately, without a reminder. Staff should exercise their professional judgement in deciding when these apply. Examples of situations include outbursts — physical or verbal abuse and swearing.

When discussing behaviour matters with children the following prompts could be used to enable learning to occur:

1. What happened?
2. What were you thinking then?
3. What do you think now?
4. Who did it affect?
5. How did it make them feel?
6. How will you put things right?
7. What will you do differently next time?

Teaching Staff will also use Emotion Coaching and visuals to support understanding where appropriate.

Break times/ lunch times

Minor issues can be dealt with at the time and through discussion with the children involved.

Incidents at these times should be dealt with by the **staff on duty**. This will involve ‘walking and talking’ with a member of staff and reflecting on the incident.

Year 6 ‘Lunch Buddies’ support children in EYFS, Year 1 and Year 2. These children are trained by the Local Authority Behaviour Support Team Link Teacher during the summer term of Year 5. Once they enter Year 6, children volunteer to take on the role of a ‘Lunch Buddy.’

‘Lunch Buddies’ are trained to encourage play and build social skills, e.g. taking turns, and joining in with appropriate games. ‘Lunch Buddies’ are trained to use emotion coaching techniques and restorative approaches to support the younger children when conflict arises – this is always supported by the Midday Supervisors.

Incidents at lunchtime will be dealt with by the **Midday Supervisors** and the Senior Midday Supervisor. The same reflective approaches will be used.

Any incidents happening at breaktime or lunchtime should be recorded as a Playtime/Lunchtime Incident on Arbor by the class teacher (Midday Supervisors will record a ‘yellow form’ to class teachers) and parents will be informed.

Identified pupils will attend the ‘Lunchtime Crew’ to support them to regulate their behaviour, build social skills and to keep them safe.

Serious Incidents:

Any violent incident or fight must be recorded as a FIGHT or a HANDLING INCIDENT on Arbor and SLT should be notified of the incident.

If a pupil is violent towards a member of staff, this must be recorded on a VIOLENCE TO STAFF form. This should be completed by the member of staff, alongside their Line Manager. The completed form

should then be handed to the Headteacher.

Positive handling should be used in rare occasions where a child is in danger or putting others in danger. Positive handling should be carried out by trained staff (unless in emergency) and reported to leaders in school. Positive handling incidents are recorded in the Handling Log and are followed up on a record on Arbor. Class Teachers with the support of Leaders will then update Individual Handling Policy's and Risk Assessments accordingly.

Equality Incidents:

It is unlawful to discriminate against anyone by treating them less favourably because of:

- sex
- race
- age
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- civil partnership

Any incidents which fall into any of the above categories should be recorded as an EQUALITY INCIDENT on Arbor and SLT should be notified of the incident.

Bullying Incidents:

Any incidents which may be classed as bullying, should be recorded as a BULLYING INCIDENT on Arbor and SLT should be notified of the incident. See the **Anti-Bullying Policy** for how we respond to incidents at Cantrell Primary and Nursery School.

Where behaviour is becoming a concern, the Routes to Inclusion Toolkit (R2i) will be used to assess children and identify appropriate support.

The Nottingham City 'Routes to Inclusion' toolkit provides a supporting framework for the identification, assessment and intervention of children presenting with social, emotional and mental health (SEMH) needs. It aims to promote inclusion, build capacity and help to identify the children who most need targeted support.

'Routes to Inclusion' also draws on the support of other agencies in the Local Authority and voluntary sector, in mapping services and provision, so that schools have a clear understanding of the support available and how this can be accessed in a timely and appropriate way. The graduated response is aligned to other processes in the Local Authority such as High-Level Needs (HLN) and Education, Health and Care Plan (EHCP) requests.

Further Consequences

Seriously unacceptable behaviour disrupts the orderly running of the school and will not be tolerated.

For example: violence and aggression; swearing and abuse; endangering self and others, absconding, damage to school property, malicious allegations against school staff and persistent refusal to follow an adult's instructions all constitute seriously unacceptable behaviour.

In the event of a seriously unacceptable offence, the pupil can be immediately referred to the Deputy Head Teacher or Head Teacher.

They will use the following sanctions:

- Detention at lunchtime.
- Withdrawal of privileges.
- Isolation for a part or full day in another class.
- Suspension.
- In extreme cases, permanent exclusion.

4. Getting the Basics Right – Routine

Visible Consistency makes everyone feel safe

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

| | |
|-----------------------------|--|
| Welcoming Children | At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being visible at the gate and staff standing at their classroom door. |
| Playtimes/end of lunchtimes | Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school |
| Assemblies | Children come into assemblies silently. It is the Class teacher's responsibility to ensure this. Children should remain respectful throughout the assembly. |
| In corridors | Children are expected to walk quietly in the corridors |
| In the playground | Children should not climb on furniture or walls and should treat equipment with respect |
| At lunchtimes | Children should follow the same rules with midday supervisors as with their teachers |
| In the hall | Children should enter the hall quietly |
| After School | Staff should supervise children until they have left the school site, reminding them of their role in representing our school |

5. Pupils with Special Educational Needs

Where pupils have special educational needs there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENDCO/ Head Teacher and class teacher. The SENDCO may need to liaise with external agencies as necessary and an Individual Provision Map may be put into place.

6. Suspensions and Permanent Exclusion

Any serious incident which threatens the safety of any child or member of staff could result in a suspension or permanent exclusion, even if the child involved has no prior history of poor behaviour.

The Head Teacher has the power to suspend or permanently exclude a child from school. The decision to suspend or exclude a pupil is only taken after a thorough investigation into the incident(s). The behaviour of pupils outside school can be considered as grounds for suspension and exclusion.

The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
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Where a child is suspended parents must take responsibility for their child, ensuring they that they are not in a public place without good reason during school hours. The school will set and mark work for pupils within the first five school days of a suspension. From the sixth day suitable full-time education will be arranged. In the case of an exclusion, the school will set and mark work for pupils within the first five school days, with the LA having the responsibility for the child's education from the sixth day.

The statutory requirements for the Governing Board to consider the reinstatement of a suspended or excluded child will be followed:

- Permanent exclusion, suspension(s) totaling more than 15 days within a term or suspension where a pupil would miss a national curriculum test – the Pupil Discipline Committee will meet within 15 school days and decide whether to direct the school to reinstate the child or decline to reinstate the child.
- Suspension between 6 and 15 days where the parent(s) make representations to the Governing Board – The Pupil Discipline Committee will meet to consider reinstatement within 50 days of the notice of suspension.
- Suspensions up to 5 days - The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

Where parents dispute the decision of a Governing Body not to reinstate a permanently excluded child, the parents have the right within 6 months to make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability). Parents also have the right for the decision to be reviewed by an Independent Review Panel. The request must be made within 15 school days of receipt of the decision by the Pupil Discipline Committee. Following its review the Independent Review panel can decide to:

- **uphold** the governing board's decision;
- **recommend** that the governing board **reconsiders reinstatement**; or
- **quash** the decision and **direct that the governing board reconsiders reinstatement**

Reflection discussion points:

1. What happened?
2. What were you thinking then?
3. What do you think now?
4. Who did it affect?
5. How did it make them feel?
6. How will you put things right?
7. What will you do differently next time?

BEHAVIOUR RESPONSE

| LEVEL ONE | Response Guidance |
|--|--|
| <ul style="list-style-type: none"> • Out of seat • Calling out and interrupting the teacher • Answering back • Loud noises to distract others • Disturbing others from learning • Inappropriate language (not aimed at others) • Refusal to complete learning • Poor attitude • Unkind words • Improper use of equipment • Refusal to follow instructions given by adults | <p>Cantrell Primary and Nursery School reminder:</p> <p>Remind children of behaviours you want to see and why. Praise for those children who are making the right choices and the impact this is having on learning.</p> <ul style="list-style-type: none"> • Gentle reminder • Firmer reminder |
| LEVEL TWO | |
| <ul style="list-style-type: none"> • Repeat of behaviours above | <ul style="list-style-type: none"> • Miss playtime – ‘Walk and Talk’ with a member of staff to reflect on behaviour • Logged on Arbor. |
| LEVEL THREE | |
| <ul style="list-style-type: none"> • Causing physical harm to others / fighting • Threatening language • Continued refusal to complete tasks • Continued refusal to comply with reasonable request • Absconding from the classroom • Bringing a banned item into school • Online abuse / bullying behaviours | <ul style="list-style-type: none"> • Sent to the appropriate Senior Member of staff. Parents will be informed by phone call. • Logged on Arbor. • My Concern log if appropriate (see flow chart). • Time Out spent in another class – part or full day. |
| LEVEL FOUR | |
| <ul style="list-style-type: none"> • Causing physical harm to adults and other children. • Highly disruptive behaviour • Persistent offensive / abusive language • Racist, religious, homophobic incident • Extensive damage caused to school property • Being unsafe or causing others to be unsafe • Bringing a prohibited item into school • Absconding from the school site | <ul style="list-style-type: none"> • Immediate removal from peers. • Phone call home by Senior Leader. • Record incident on Arbor. • My Concern Log (see low chart) • Time Out spent in another class – part or full day • Police involvement considered • Suspension considered. • If Suspension – incident recorded on Arbor • Permanent exclusion considered |

**Stages may be jumped, depending upon behaviours exhibited.
Every serious incident will be assessed individually on a case by case basis
and the ultimate decision and discretion regarding the consequence
lies with the Senior Leadership Team.**

LUNCHTIMES

Class teachers are to be informed of Behaviour Incidents regardless of the Level.

| LEVEL ONE | Response Guidance |
|--|---|
| <ul style="list-style-type: none"> • Answering back • Inappropriate language (not aimed at others) • Poor attitude • Unkind words • Refusal to follow instructions given by adults | <ul style="list-style-type: none"> • Cantrell Primary and Nursery School expectation reminders. • Remind children of behaviours you want to see and why. • Praise for those children who are making the right choices and the impact this is having on learning. |
| LEVEL TWO | |
| <ul style="list-style-type: none"> • Repeat of behaviours above | <ul style="list-style-type: none"> • Miss playtime – 5 mins/whole playtime ('Walk and Talk' with a member of staff to reflect) |
| LEVEL THREE | |
| <ul style="list-style-type: none"> • Causing physical harm to others /fighting • Threatening language • Continued refusal • Absconding | <ul style="list-style-type: none"> • Sent to the appropriate Senior Member of staff. • Parents will be informed by phone call logged on Arbor. • Time spent in another class – part or full day. |
| LEVEL FOUR | |
| <ul style="list-style-type: none"> • Causing physical harm to adults and other children. • Highly disruptive behaviour • Persistent offensive / abusive language • Racist, religious, homophobic incident • Extensive damage caused to school property • Being unsafe or causing others to be unsafe | <ul style="list-style-type: none"> • Immediate removal. • Phone call home by Senior Leader. • Record incident on Arbor. • Suspension considered. • If Suspension – Incident recorded on Arbor. |

**Stages may be jumped, depending upon behaviours exhibited.
Every serious incident will be assessed individually on a case by case basis and the ultimate decision and discretion regarding the consequence lies with the Senior Leadership Team.**

Individual examples and responses

| Low level behaviour examples | Responses |
|--|--|
| <ul style="list-style-type: none"> • Out of seat • Calling out and interrupting the teacher • Answering back • Making noises to distract others • Disrupting the learning of others • Disruption of own learning • Inappropriate language/Unkind words • Poor attitude • Withdrawing from activity/group • Refusing to engage with work • Refusal to follow the direction of staff • Improper use of equipment | <ul style="list-style-type: none"> • Use clear, open lines of communication, attempt emotion coaching techniques and scripts such as: “I can see you’re upset, talk and I’ll listen” “I’m here to help” • Offer the individual the opportunity to ‘take a break’ from the situation - to support them in self-regulating using the calm corner/zone • Reminders of school’s expectations – “Are you being respectful towards your peers at the moment?”. “Is your behaviour showing me that you are motivated to learn?” • Redirection - “Can you help me wipe the board?” • Support from a familiar adult • Allow for take up time (to process information and instructions) • Remind pupil of any safe spaces that might be available to them |
| Medium level behaviour examples | Responses |
| <ul style="list-style-type: none"> • Continued refusal to complete work • Continued refusal to follow the direction of staff • Threatening to cause harm to others • Threatening language • Absconding | <ul style="list-style-type: none"> • Reminders about school’s expectations and clearly follow the classroom steps • Remind individual of the school’s expectations, explain that as these expectations have not been met, we need to go and see the Phase Lead • Request additional support - if appropriate • Absconders should be followed immediately and offers of support and guidance given. If pupil refuses to return promptly, immediate support should be requested on the radio. <u>A visual of the pupil must be kept at all times</u> |
| High level behaviour examples | Responses |
| <ul style="list-style-type: none"> • Causing physical harm to others • Highly disruptive behaviours • Offensive/abusive language • Racist, religious, homophobic language • Extensive damage to school property | <ul style="list-style-type: none"> • Make the situation safe • Explain calmly and clearly that the behaviour being displayed is unacceptable • Remind individual of the school’s expectations and explain that as these expectations have not been met, a discussion about the consequences will be necessary • Keep instructions short and clear • Do not engage with negative conversations or conversations about the behaviours of others. • Request additional support |