



# High Bank Junior Infant and Nursery School

## Relationships Policy

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# High Bank Junior Infant & Nursery School

## Relationship Policy

This policy should be read in conjunction with the school's Anti-bullying Policy, Promoting Positive Mental Health Policy, Growth Mindset Policy, Home School agreement.

### 1 Aims and expectations

1.1 It is the primary aim of High Bank School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring and inclusive community, whose values are built on mutual trust and respect for all. At High Bank we have high expectations of behaviour. The school relationship policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The primary aim of the relationship policy is not a system to enforce rules but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in a nurturing, effective and considerate way. **Having high expectations of behaviour is everybody's responsibility at High Bank.**

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly regardless of their needs and we adhere to the guidance of the Disability Discrimination Act when enforcing our policy. We apply this relationship policy with a consistent approach across all areas of school life.

1.5 This policy aims to help children to develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, and develop self-regulation strategies rather than merely deter anti-social behaviour.

1.7 The school has a Learning Mentor in the Rainbow Room with individual programmes to support some children to manage their behaviour/ emotions (these may be both planned and responsive) and/or with our School and Family Well-being Lead. Where a child's behaviour is very challenging, a referral may be made to external agencies for further advice and support.

### 2 Rewards and Sanctions

2.1 For a comprehensive account of our rewards and sanctions, please see Appendix 1

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Children are presented during Celebration Assembly with certificates which they receive out of school for activities including swimming, football or any other out of school activities.

2.3 The school has a number of school values. The school employs a number of sanctions to support the school values, and to ensure a safe and positive learning environment- see appendix 1.

2.4 The class teacher discusses the class principles with each class at the beginning of the year and expectations are set. See appendix 2

- In addition to the school values, the children agree and sign a Home/School Agreement – see appendix 3- with the teacher and their parents, which state the kind of behaviour we expect in our school. In this way, every child in the school knows the standard of behaviour that is expected. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE (Personal, Social and Health Education).

2.5 The school does not tolerate bullying of any kind (see Anti bullying policy). We encourage our children, and parents, to notify the school if they are aware of any bullying incidents. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Parents of any children who are involved in such an act will be notified immediately. We do everything in our power to ensure that all children attend school free from fear.

2.6 Teachers in our school do not use any acts of force with children. Staff only intervene in order to prevent injury to a child, or if a child is in danger of hurting him/herself. All staff members of staff are 'Team Teach' trained to deal with such occasions, should they arise. The actions that we take are in line with government guidelines on the restraint of children and members of staff are fully trained in these techniques.

### **3 The role of the class teacher**

3.1 It is the responsibility of the class teacher to ensure that the school values are enforced in their class and that their children behave in a responsible manner during lesson time. It is the duty of all staff to provide a role model of good behaviour.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the school values consistently. The teacher treats all children in their class equally, showing respect and understanding.

3.4 The class teacher and SEND team liaise with external agencies, as necessary, to support and guide the progress of any child who is displaying continued inappropriate behaviour. The class teacher or SEND team may discuss the needs of a child with external behaviour support services.

3.5 Where appropriate and necessary, the class teacher reports to parents about the progress and behaviour of each child in their class (both positive and negative) through daily informal meetings, at the

beginning or end of the day, termly parent evenings and year end reports. The class teacher may also contact a parent if there are concerns about the welfare of a child.

#### **4 The role of the Head Teacher**

4.1 It is the responsibility of the head teacher to implement the school relationship policy consistently throughout the school, monitor the effectiveness of the policy and report periodically to the Governing Body. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

4.2 The head teacher supports staff by setting the standards of behaviour, and by supporting staff in the implementation of the policy through the provision of advice and guidance.

4.3 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions take place only after consultation with the Governing Body and are in line with Local Authority guidelines for excluding children from a maintained school.

#### **5 The role of parents**

5.1 The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to co-operate with the school: this is clearly set out in the home- school agreement. (Appendix 2) We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 If the school has to use reasonable consequences for a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the issue is not resolved the matter is referred to the head teacher. If the concern remains, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **6 The role of governors**

6.1 The Governing Body has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

6.2 The policy will be reviewed on an annual basis.

## **Relationships at High Bank**

At High Bank, we recognise that learning self-regulation and socially appropriate behaviour is vital. Whatever the stage of development, we encourage children to make positive choices in their behaviour by:

- Noticing and acknowledging positive behaviours – our first attention is to best conduct
- Using clear and consistent boundaries
- Explaining the consequences of some behaviours and offering choices
- Involving the children in problem-solving and addressing their own behaviour
- Sharing information with parents/carers about their children's behaviour routinely
- Providing strategies to support turn-taking
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. makaton, gestures, visual timetables
- Recognising and acknowledging feelings to encourage empathy
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviours and feelings
- Providing spaces where children can think and regulate (Calm Corners)

Staff will intervene when behaviour is persistently disruptive or difficult to manage.

### **We do this by:**

- Using a consistent script. This includes being clear about the behaviour that is unacceptable and supporting the child to put things right.
- Providing time away from the situation to regulate or regain calm and reflect before talking things through.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.
- In some cases, involving the SEND team, and in some cases the School Family Wellbeing Lead, in setting up a Pupil Passport with specific targets related to behaviour.
- Liaising with other agencies.

Some behaviours are extremely concerning e.g. persistent violence or disruptive behaviour. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

### **This may include:**

- Seeking immediate support from other staff members
- Removing the child from the situation
- Seeking parental support
- On rare occasions: using positive handling techniques for the child's own safety and the safety of others

## **POSITIVE BEHAVIOUR**

Every effort is made to celebrate those children who follow the class principles and school expectations. Children are praised for showing the school's values and demonstrating kind, considerate behaviours for learning. Children who behave well are awarded "Star of the Week" and children may receive this award more than once over the course of the academic year.

Children will be put into 'houses' when they join us. Children can collect points for their house by demonstrating the school's values. All adults in school can award house points to children individually or in groups / classes. House totals are shared each week in Celebration Assembly and houses who reach

milestone (1000, 1500, 2000) points are rewarded. Children will agree prizes with the headteacher at the start of each term.

## **NEGATIVE BEHAVIOUR**

At High Bank, we will always aim to identify the reason behind behaviours so we can put appropriate support in place. Each child is different and the support may look different for each child.

Children are given a verbal warning if their behaviour is not acceptable. If the child's behaviour continues and is disruptive then they may need 'redirecting' for a short time before returning to their learning. If a child is unable to get back on track, they are then encouraged to do the right thing with the support of the adult, modelling correct behaviour and positive interactions with their peers. **Simple, clear language is used.** We call this the 30 second script. (See appendix 3) More serious behaviour may need involvement from senior leaders and "Support" will be called via walkie talkie. This may involve a child being removed from the classroom for a period of time. Parents of children who are persistently removed will be contacted to organise next steps.

### **Persistent and Serious Misconduct**

For the majority of children, the systems in place are sufficient to ensure good levels of behaviour. However, for some individuals it will be necessary to move beyond this approach due to the nature of their behaviour. In such circumstances parents will be contacted by the class teacher, Pupil and Wellbeing Lead, Learning Mentor or Senior Leadership team to discuss appropriate strategies to improve their child's behaviour. Further positive strategies might include:

- Individual behaviour charts trackers
- Maintaining a behaviour log to keep parents informed on an agreed daily or weekly basis to celebrate success as well as any concerns
- Writing individual behaviour plans, identifying main behavioural issues and strategies to improve behaviour
- Use classroom staff to support a child in class or work with a child out of class where necessary
- Engagement with other professionals e.g. educational psychologist to provide further guidance and support

### **Intervention**

All members of staff are aware of the regulations regarding the use of force by teachers. Staff would only need to hold a child if they are in danger of hurting themselves and/or others or causing serious damage which could also result in them hurting themselves and/or others. The actions that we take are in line with government guidelines on the restraint of children.

If a child violently attacks another child or adult and does not respond then physical restraint may be necessary.

The child should be guided safely from the situation as soon as possible and taken to a "safe place" to regain calm.

Serious incidents are recorded in the incident log on Integris.

## **Procedures for dealing with serious breaches of the policy**

Major breaches of discipline include but are not limited to: physical assault, deliberate damage to property, stealing, leaving the school premises without permission, significant verbal abuse and bringing in prohibited items including:

- drugs
- vapes
- knives or weapons

This type of behaviour is generally rare and it is the responsibility of the Head teacher or senior members of staff who will deal with it appropriately.

Some of the behaviour consequences, depending on the situation, could be:

- Removal from the classroom with a senior leader. Parents will be notified via telephone.
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- Meeting involving parents and support agencies
- Reduced timetable to support the child in school
- Fixed-term suspension
- Permanent exclusion

If the problem is severe or recurring, then suspension procedures are followed. If an incident is serious then permanent exclusion could take place.

### **Removal from the classroom:**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a senior member of staff. This should be differentiated from when a child is asked to speak to an adult outside of the classroom and returns immediately. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- c) to allow the pupil to regain calm in a safe space

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

The Headteacher will:

- a) maintain overall strategic oversight of the school's arrangements for any removals, as set out in the

school's behaviour policy

b) make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils

c) outline the principles governing the length of time that it is appropriate for a pupil to be in removal

d) ensure that any removal locations are in an appropriate area of the school and stocked with appropriate resources, are a suitable place to learn and refocus, and any child who have been removed are supervised by trained members of staff

e) design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

## **Fixed Term Suspensions and Permanent Exclusions**

We do not wish to suspend any child from school but sometimes this may become necessary. High Bank School follows the statutory guidance and refers to this guidance in any decision to suspend or exclude a child from school.

## **Reporting and Recording**

- Staff keep informal records within their classroom in their behaviour log
- Parents/carers are kept informed of all inappropriate behaviour informally through face-to-face communication, phone calls or messages
- Persistent misconduct or serious breaches of behaviour are put in writing and communicated directly to the parent/ carer
- Records are kept to track and monitor behaviour patterns for individuals and are used to support behaviour modification strategies
- CPOMS is used to record any serious incidents involving a child, or anyone employed in school which results in personal injury or damage to property, or any other incidents or matters of a serious nature
- These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc)
- Records are kept securely and confidentially in school and are shared with other agencies in line with Data Protection Regulations

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher and SLT, monitor half-terminly the number of children in the log. Appropriate support/intervention may then be put in place to support any children with specific needs. This information is also reported to governors through the Headteacher's report to the full governing body.

The school keeps a variety of records of behaviour incidents. The class teacher records incidents in the behaviour log; we also keep a record of serious incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial and homophobic incidents are also recorded.

It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.



## **Equal opportunities**

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

## Procedures followed in school



If children repeatedly need 'reflection time' then this needs to be recorded in the class log. This is then monitored on a regular basis and if there are 3 or more entries in the log in a half term then this needs to be brought to a member of SLT as there may need to be additional intervention. Some children may have additional needs and we may feel that they need something in addition to the 30 second script. For these children, additional provision may be put in place, for example a tracker, coaching, time with the learning mentor, involvement from external agencies.

## High Bank Junior Infant and Nursery School



### Behaviour Rewards and Sanctions 2024 2025

#### Our Values are:

- ✓ Aim High
- ✓ Have Respect
- ✓ Make the right choices

#### Rewards

High standards of behaviour is an expectation at High Bank. When children follow the school values and go above and beyond, it is recognised and they are rewarded. There are a number of ways in which good behaviour is acknowledged and rewarded.

- ✦ Star of the Week – children are awarded Star of the Week for always demonstrating good behaviours and the school values.
- ✦ Caught being Kind – children who have been ‘caught’ being kind to others are awarded a certificate in Celebration Assembly.
- ✦ Once every half term, ‘Afternoon Tea’ takes place. One child from each class will have afternoon tea with the Headteacher. This will be for the ‘always’ children- these are children who are **always** a role model.
- ✦ Postcards to parents are sent home from class teachers for children who have impressed them with their learning.
- ✦ House points – children can earn house points for their house. Staff across the school can reward individuals, groups or classes and the when houses reach milestone points, they are rewarded with prizes agreed with the teachers.

#### Sanctions

Children who are unable to maintain the high levels of behaviour we expect can expect to receive the following sanctions (in order if behaviour does not desist.)

- Redirection or distraction
- Verbal reminder
- 30 second script
- Reflection
- SLT support
- Removal from Classroom
- Restorative Conversation
- Parent meeting
- Behaviour Support (tracker, profile, passport)
- Fixed term suspension
- Permanent exclusion

Appendix 2 – Home School Agreement



High Bank Junior Infant and Nursery School  
Home School Agreement

<b><i>Every child is different and valued</i></b>	<b>The school will...</b>	<b>As a pupil I will...</b>	<b>As parents we will...</b>
<b>Our aims</b>	Ensure that our learning environment is stimulating and challenging. Celebrate your child’s academic and personal achievements.  Provide a purposeful, stable, secure and safe environment. We will also nurture self-belief in our children and provide positive role models for everyone.	Work hard as a responsible member of High Bank School and try my best to be involved in the daily life of the school and our community.	Talk to my child about the school day and encourage them to participate fully in school life.
<b>Our work</b>	Provide your child with a high standard of education which is exciting and stimulating and prepares the children for the next steps in their educational journey.	Do all my classwork and homework as well as I can and hand in on time. Join in all activities and work well as a team.	Hear my child read at least twice a week and sign their reading log. Support my child with their homework, ensuring that it is handed in on time.
<b>Our home/school links</b>	Provide annual written reports about your child. Have regular parents meetings per year. Keep parents up to date through meetings, face book, the school website and twitter.	Talk to my parents about school and share my targets with them. Take letters home and invite my parents to special events in school.	Work in partnership with the school and let the school know of any concerns or worries that may be affecting my child’s learning, behaviour or ability to do homework, as this can then be resolved quickly.  Do our best to attend meetings and special events and share relevant information with school. Ensure that my child has the correct uniform and P.E kit.
<b>Our behaviour</b>	Promote and reward good behaviour and support pupils who find it difficult to manage their emotions.	Follow the High Bank behaviour policy. Be polite and be an excellent representative of our school in and outside of school hours in person and online.	Encourage my/our child to behave well and follow the High Bank behaviour policy. Celebrate good behaviour. Supervise my child’s internet and electronic resource usage.
<b>Our attendance and punctuality</b>	Check attendance and punctuality regularly and contact parents with any concerns.	Attend school every day and on time, unless I am not well.	Ensure my/our child attends school regularly and on time. Let the school know by 9.15am if my/our child is too unwell to attend school.
<b>Signed</b>	<b>Teacher:</b> <b>Date:</b>	<b>Pupil:</b> <b>Date:</b>	<b>Parent:</b> <b>Date:</b>

For all children:

- 1 • I can see that you are...feeling... finding it difficult to...
- 2 • I need you to... (state value and action)  
• I will help you make the right choices. (if applicable)
- 3 • Do you remember previously when you...? That's who I need to see now.
- 4 • Thank you. (walk away and assume compliance)

If a child tries to argue:

- 5 • I hear what you are saying but I need you to...

Later

- 6 • Well done for showing me... (value)

### **Follow up restorative conversation**

In your own words, tell me what happened.

How were you feeling at the time?

Who was affected by your actions?

What needs to be done to make things right?

How can you do things differently next time?