



Relationships and Behaviour Policy

'SAFE, RESPECTFUL and READY'

This policy and our practice have been hugely inspired and influenced by the book 'When the Adults Change, Everything Changes' by Paul Dix (2017), www.innerworldwork.co.uk and www.beaconhouse.org.uk

"Schools that believe children should get what they deserve respond to poor behaviour differently to schools that believe children should get what they need"

Paul Dix, 'When the adults change, everything changes' (2017)

At High Meadow Community School we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. **Strong relationships between staff and pupils are vital.** Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff (and information for parents and governors) in order to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

The aims of this policy are ...

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.



- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- For children to take responsibility for their own actions and make informed choices

To achieve these aims for our pupils we are committed to provide the following:

- For all staff to feel happy to come to school to work with pupils, developing them to their full potential
- High expectations of our pupils, parents and staff in upholding the strategies outlined in this policy
- A broad, balanced and relevant curriculum
- Provide experiences (including our 30 Memorable Moments), which will develop our pupils' spiritual, moral, social and cultural understanding
- Support, guidance and training for all those who teach and work with our children
- Foster and maintain links with our wider community

Aims of our Relationship and Behaviour Policy: in accordance with Section 89 (1) of the Education and Inspections Act 2006, which is as follows:

1. To promote good behaviour, self-discipline and respect between pupils, teaching staff, other school employees and visitors.
2. To prevent bullying and criminal behaviours or acts.
3. To prevent sexualised behaviour and harassment.
4. To regulate the conduct of pupils
5. To ensure pupils complete their class work

At High Meadow Community School we believe that

- *all pupils need to be able to learn.*
They need to be able to achieve their potential in a secure environment that is not disrupted or interrupted by the unacceptable behaviour of individual pupils
- *all teachers' need to be able to teach.*
They need to be able to provide a stimulating learning environment that will develop self-confident, independent learner

At High Meadow Community School, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. We want to encourage these children and to help and encourage the children who may find it difficult to behave safely at all times, to understand and manage their behaviour more safely. Ultimately, we recognise that...



Burying children in punishment builds a deep resentment

For the child it often creates a permanent breach of trust

Paul Dix: When the adults change everything changes

Recognition systems to promote safe behaviour

As a starting point, we have in place a variety of systems to promote safe behaviour:

- Clear and concise expectations of behaviour (Safe, Respectful and Ready) will be described, modelled and encouraged through class assemblies, playtimes, lunchtimes and in class time to ensure that all children understand what is acceptable and safe.
- Unconditional positive regard will be reinforced with all pupils and stakeholders at all times
- Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour.
- Children who have done some great learning will be asked to share their learning with other teachers and classes.
- Teachers will share information about a child's behaviour – either by the phone, face-to-face, email to parents – to celebrate kind, respectful and safe behaviour.
- Every other Thursday, a Shining Stars Assembly will be recorded and parents will be sent a link. Each class teacher will nominate up to three children who have demonstrated one of our 'Learning Powers' and they will receive a certificate for their achievement.
- Every Tuesday, the class teacher will award the 'Kindness Cushion' to a child from each class who has shown kindness to someone in the school community.
- The awarding of individual class 'Do-jo's' are used in every class.
- Interactive Recognition Board in each class which recognises children who have shown Safe, Respectful and Ready behaviours



Unacceptable Behaviour Choices

We recognise that sometimes children will make unsafe behaviour choices. Together we have agreed that the following behaviour is unacceptable in our school, classroom or online and will be dealt with swiftly and seriously:

- Derogatory comments to other pupils (including homophobic comments, inappropriate sexualised remarks and racist remarks)
- Refusing to follow the teacher's instructions and not starting work
- Calling out, answering staff back- these behaviour choices disrupt learning as teaching is interrupted
- Constantly fiddling with equipment, being inattentive, constantly talking when teaching is taking place and distracting other pupils from listening
- Pupils who are choosing to be 'off task' and disrupt pupils who want to work
- Unco-operative behaviour (e.g. arguing, dominating other, rudeness) which prevents pupils from working together
- Verbal or physical aggression to pupils or staff
- Sexual language such as 'jokes' or taunting, which are considered to be 'banter'
- Physical sexualised behaviour, such as deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which may include consensual and non-consensual sharing of nude and semi-nude images and/or videos

Sexualised Behaviour in School: linked to Keeping Children Safe in Education, September 2021

Peer on peer/child on child abuse: Keeping Children Safe in Education, September 2021

Children can abuse other children and it can take many forms. It can happen both inside and outside of school and online.

This can include (but is not limited to)

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting and initiation/hazing type violence and rituals.

At High Meadow Community School, addressing inappropriate behaviour is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. This behaviour will not be tolerated and will be dealt with as part of the procedures within this Policy.



What is consent?

Keeping Children Safe in Education, September 2021

Consent is about having the freedom and capacity to choose.

Sexual consent

- *a child under the age of 13 can never consent to any sexual activity*
- *the age of consent is 16*
- *sexual intercourse without consent is rape.*

Sexual Violence and Sexual Harassment

Victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. At High Meadow Community School, all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Staff are aware that some groups are potentially more at risk. Staff are aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up' or 'just having a laugh'
- challenging physical behaviours. Dismissing or tolerating such behaviours risks normalising them.

All staff are aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.



All staff are aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Additional barriers to recognising abuse in children with SEND include:

- Assuming that indicators of abuse, such as mood and behaviour, relate to the child's disability.
- Children with SEND being disproportionately impacted by bullying and harassment without showing any outward signs.
- Communication barriers.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos, s
 - sharing of unwanted explicit content,
 - up-skirting (a criminal offence)
 - sexualised online bullying, unwanted sexual comments and messages, including, on social media, sexual exploitation, coercion and threats.

If the school becomes aware that a pupil is displaying inappropriate sexualised behaviour, an assessment will be made as to whether or not the behaviour is abusive. This will involve information gathering from relevant adults in school in order to establish where the behaviour sits on a continuum from that which could be expected of a child/young person at that age/stage to that which may indicate the child has been abused/is abusing others.

If the behaviour is inappropriate but not thought to be abusive, High Meadow Community School will speak to the parent or carer to devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the behaviours, and consider a possible referral to other agencies (e.g. Educational Psychologist, SEMH team).



Where the pupil's behaviour is considered to be abusive, it is important that those subject to the abuse are reassured that they are being taken seriously and that they will be supported and kept safe.

Support for the victim

For the purposes of this guidance, the term 'victim' is used to describe pupils who have been subjected to sexual violence and/or sexual harassment; however, when using the term in a school, school staff are conscious of the fact that some children may not consider themselves a victim and may not wish to be described this way.

At High Meadow Community School, victims of peer-on-peer abuse are taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of Children's Services where necessary. If staff are in any doubt, they will speak to the DSL.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies and the victim. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

Ongoing Support for the Alleged Perpetrator

When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.



When making a decision, advice may be taken from Children's Services, specialist sexual violence services and the police as appropriate. The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Working with Parents and Carers

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case by-case basis. The school may meet (this could be on the phone, virtually or face-to-face) the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report. Schools may also meet (this could be on the phone, virtually or face-to-face) with the parents of the alleged perpetrator to discuss arrangements that will impact their child. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL will attend such meetings, with agencies invited as necessary.

In more extreme, individual cases High Meadow Community School may have no other alternative but to implement a fixed term or permanent exclusion

What the law says

Where a crime has been committed the police will be informed and this includes serious violent incidents. As set out in UKCIS (UK Council for Internet Safety):

'Sharing nudes and semi-nudes: advice for education settings working with children and young people' taking and sharing nude photographs of U18s is a criminal offence

Teachers' Powers

What the law allows

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits / residential visits.
- Teachers can confiscate pupils' property.



What the law allows:

Teachers can discipline pupils whose behaviour or conduct falls below the standard,
which could reasonably be expected of them.

This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable
instruction,
the teacher can impose a sanction / punishment on that pupil.

Restorative Approaches and Natural Consequences

As stated earlier in this policy, we understand that occasionally children will behave inappropriately. When children display unsafe behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. We use **Restorative Approaches** and **Natural Consequences**

Restorative Approach

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn. Restorative approaches are based on four key features:

- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low-level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.



<u>Traditional</u>		<u>Restorative</u>
What's happened?		What's happened?
Who's to blame?	<i>becomes</i>	Who's been harmed and in what way?
How should we punish them?	<i>becomes</i>	What needs to happen in order to put things right and ensure that this never happens again?

Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved.
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

Questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

- What's happened?
- Who has been harmed and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?



- Who has been affected?
- What needs to happen now to fix this?

If the incident is sorted between the children (with adult support) in school, the decision may be reached that the parent/carer does **not** need to be informed. This will often be the case with incidents in KS2 as we aim to empower our older children with the ability to restore their own relationships in school.

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

A Sequence of Consequences Levels 1 - 4

Level 1 Natural Consequences (staff involved - classroom staff)

We help support children to make the right choices, first time, through a series of 'natural consequences' This is a Level 1 consequence.

All staff will consistently use the following sentence stems to make explicit the expectations of children who are beginning to show unsafe behaviour.

1st Stage: First verbal reminder

This stage makes explicit the expectation. Examples are...

"I am expecting you to.....(not talk when I am talking, etc)"

"It was the rule about....(walking safely round school) that you broke then"

"This behaviour is stopping learning. What do you need to behave safely?"

2nd Stage: Second verbal reminder

This stage makes explicit the expectation followed by the natural consequence. Examples are...

"I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime"

"I am expecting kind hands at all times. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe"

"I am expecting you not to spit. When someone spits I need to keep them inside so everyone else can be kept safe, spitting is not safe. I will need to talk with parents about this."



3rd Stage: Implement consequence highlighted in the 2nd stage

4th Stage: If behaviour was repeated again

"I can see you are still finding it hard to.../ not to.... I am not going to give up on you, how can I help?"

Level 2 Consequence

Level	Staff involved	Behaviour choice
<p>Level 2</p> <p>Will include one or more of the following:</p> <ul style="list-style-type: none"> • A conversation/meeting with parent/carers <p>May include:</p> <ul style="list-style-type: none"> • *Internal exclusion 	<p>Classroom teacher and/or support staff</p>	<ul style="list-style-type: none"> • Frequent, on-going disrupting of the learning of other pupils and distracting the teacher or other pupils • Frequent interruptions to teaching... • Refusing to follow the teacher's instructions and not starting work • Calling out, answering staff back- these behaviour choices disrupt learning as teaching is interrupted • Constantly fiddling with equipment, being inattentive, constantly talking when teaching is taking place and distracting other pupils from listening • Pupils who are choosing to be 'off task' and disrupt pupils who want to work • Unco-operative behaviour (e.g. arguing, dominating other, rudeness) which prevents pupils from working together • Verbal or physical aggression to pupils or staff • Derogatory comments to other pupils (including homophobic comments and inappropriate sexualised language, including sexual 'jokes' or taunting, which are considered to be 'banter')



<p>Level 3</p> <p>Will include one or more of the following:</p> <ul style="list-style-type: none"> • A meeting with parent/carers • Individual Behaviour Plan (IBP) • Or a Social and Emotional Plan (SEMH) • *Internal Exclusions (child removed from the classroom for a period of time) 	<p>Senior Leader</p> <p>SENDCo</p>	<ul style="list-style-type: none"> • <u>Over a period of time</u>, a range of strategies have had insufficient impact on improving behaviour choices • Aggressive attitude or behaviour towards pupils or staff • <u>Persistent</u> refusal to work or co-operate with staff – disrupts the learning of others (as in level 2) • Challenging or being disrespectful to staff • <u>Persistent</u> derogatory comments (including homophobic comments and inappropriate sexualised language, including sexual ‘jokes’ or taunting, which are considered to be ‘banter’)
<p>Level 4</p> <p>Will include one or more of the following:</p> <ul style="list-style-type: none"> • A meeting with the Headteacher and parent/carers • Three ‘Internal Exclusions’ (child removed from the classroom) • Individual Behaviour Plan (IBP) • Risk Assessment or Positive Handling Plan 	<p>Headteacher</p> <p>SENDCo</p> <p>Governor (if required)</p>	<ul style="list-style-type: none"> • <u>Persistent serious</u> incidents, identified in Level Three Behaviour, with little / no improvement in positive behaviour choices • Physical sexualised behaviour, such as deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature • Online sexual harassment, which may include consensual and non-consensual sharing of nude and semi-nude images and/or videos • ‘At risk’ of Fixed Term Exclusion (excluded from the school building) being given



Level 5	Headteacher	<ul style="list-style-type: none"> Sexual violence Fixed term exclusion although the HT has the discretion for a Permanent Exclusion
Serious behaviour choices:	SENDCo	
	Governor	

*Internal exclusions

Our Relationship and Behaviour Policy allows disruptive, unsafe and/or uncooperative pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as an "internal exclusion". Examples of internal exclusion include (but are not limited to)...

- Missing part or all of a playtime or lunchtime
- Missing Forest School

Depending on the nature of the incident, staff responsible for the decision will decide how long a pupil should be internally excluded and what pupils may and may not do during the time they are there. However, High Meadow Community School will ensure that pupils spend this time constructively.

Parental support for Relationship and Behaviour Policy

In incidents involving internal exclusions **parents do not** have the authority to 'collect' their child to avoid an internal exclusion within the school day, such as: break / dinnertime or during part of the school day when a pupil is being withdrawn from an activity or lessons. It is important for the integrity of this policy for children to see parents and teachers working together to help keep everyone safe in school including supporting the implementation of appropriate consequences.

Governors will not tolerate any parent undermining the school's approved procedures Relationships and Behaviour Policy, which are in line with what the law allows.

Fixed Term Exclusions

DfE: Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion.

What the law allows

DfE: Exclusion from maintained schools, Academies and pupil referral units in England:
A guide for those with legal responsibilities in relation to exclusion.

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a



continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

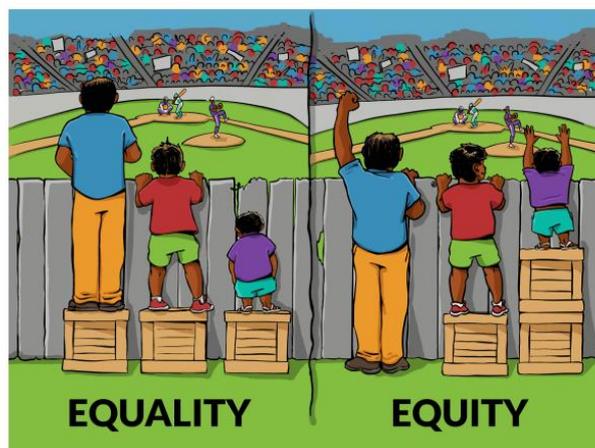
Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period and are counted as half a school day.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published Behaviour Policy

Further support if required

At High Meadow we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)



- As much as all classrooms embody the nurturing ethos, some children may need extra support on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.
- Other children who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of time to spend away from the classroom before being integrated back into their class.
- A child may be identified by a class teacher as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a child receiving extra support from play sessions, play therapy, lego therapy and/or counselling.



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- Children who need extra support may have Social and Emotional Plans. These plans will be written and reviewed by the child's class teacher and Sendco. They will be reviewed at the end of each half term with the child, the child's parents and members of the SLT but can be adapted any time.

**Why crush behaviours with punishment
when you can grow them with love?**

**Visible consistency with visible kindness
allows exceptional behaviour to flourish**

Paul Dix: When the adults change everything changes

Policy agreed by SLT, staff and Governors – February 2022. Review date – February 2023