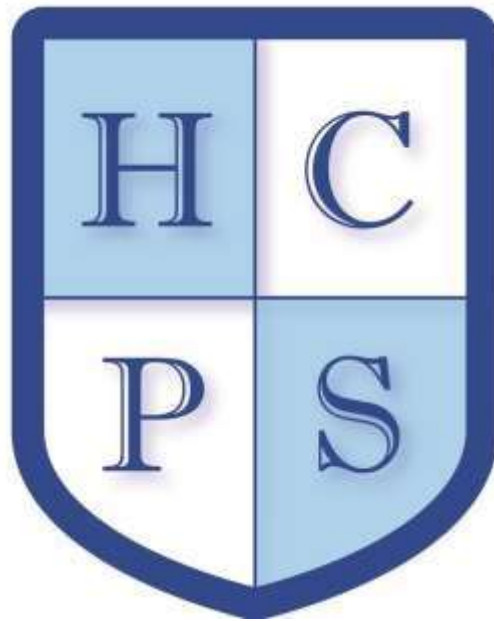


Hunslet Carr Primary School



Relationship Policy - Sept 22

Policy reviewed: Sept 2022

Next review: Sept 2024

High expectations, Caring, Positive Attitudes & Successful



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



What Impossible is Nothing means to Hunslet Carr Primary School
Impossible is Nothing means you can achieve anything when you are resilient and you persevere.

Introduction

The following document is intended to inform all interested parties of our approach to Relationships at Hunslet Carr Primary School (HCPS).

Why

We are driven by the ethos 'Impossible is Nothing' where every child in our school is given the life skills to succeed. Perhaps the most important skill we can teach them is how to develop healthy, positive relationships with others.

Children are not born with these skills and unfortunately often witness adults in the community and on TV/social media modelling the behaviours that are the opposite of healthy and positive relationships. That is why our policy sets out clearly what skills are needed and how we will model and teach them.

Our ethos and belief in the power of healthy, positive relationships is summed up perfectly by Rita Pierson's 2013 Ted Talk. Her inspirational message ensures all staff understand the importance of forming relationships with the children.

'Teaching and learning should bring joy. How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid to think, and who had a champion? Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.' Rita Pierson, 2013

How we teach healthy, positive relationships skills a HCPS

How we build Relationships...	
A hello and a smile every time!	When walking past another person, all staff will say hello and smile. These acts of kindness make a big impact and build a sense of community. By smiling and saying hello, it shows everyone they are valued.
If you see it, deal with it!	Adults should never walk past or ignore children who are failing to follow our school rules. Remind the children of expectations and always end your reminder with 'thank you'.
Catch them following the rules.	Deliberately and persistently catch children doing the right thing and praise them in front of others. Look out for the 'always children' who are always following the school rules.
Positive Praise the 'above and beyond'	Always keep your eye out for the children going 'above & beyond' the school's basic expectations. Call home – speak to the P&Cs as much for good things as you do for bad...
Pick up your own tab!	For a classroom to thrive, children need assurances that the adults in that room are in charge. If a child is not following our school rules in your presence, you should be the one to help the child. Following up with a child after every incident creates certainty and a safe atmosphere and quells any anxiety the child might be feeling.
Keep calm and carry on!	When dealing with a difficult situation, follow the script and remain calm. Think carefully about your body language and ensure you speak in a predictable, cool, emotionless voice. Save your emotion, passion and enthusiasm for praise!

Secondary Behaviours	<p>There is always a better time and place to deal with secondary behaviours. It is never in a heated moment. Secondary behaviours will be dealt with when both you and the child are in a safe, calm space.</p> <ol style="list-style-type: none"> 1) don't answer back with words or engage in power play 2) use choice if you can, but not if it inflames the situation 3) resist the urge to bring up past misdemeanours 4) don't follow children when they walk away 5) focus on the outcome you want, not the argument 6) focus on what happens next - think about what just happened later 7) keep the child safe, away from the pressure of an audience 8) shift into listening mode - now is not the time for speeches.
30 Second Script	<p>When dealing with behaviour, all staff will be supported to follow a 30 - sec script, finishing with, 'thank you for listening' before moving away and leaving the child to their choice. Walk away. Don't turn back.</p>

How we respond to behaviour that falls short of our expectations

There will be times when children are not **ready, respectful, or safe**. So, we respond in a clear and consistent manner, we use our '30-Second Script'.

30-Second Script

It is important to note:

- these steps will be used by every adult to ensure a consistent language and approach
- it is not possible to jump steps for repeated low-level behaviour
- children are held responsible for their behaviour - no whole class or group consequences
- the adult who first encounters the rules not being followed will deal with the behaviour

	Steps	30 Second Script
1	<p>Reminder A reminder of our three rules in private, where possible.</p>	<ol style="list-style-type: none"> 1. I noticed you chose to... (noticed behaviour) 2. You need to manage your Chimp and be Ready, Respectful, and Safe 3. Thank you for listening... Allow 'take-up' time.
2	<p>Warning A clear verbal warning making the child aware of their behaviour and clearly outlining the consequences if they continue. Delivered privately, where possible.</p>	<ol style="list-style-type: none"> 1. I noticed you chose to... (noticed behaviour) 2. This is the second time I have spoken to you 3. I know you can manage your Chimp and be Ready, Respectful, and Safe 4. I remember when you managed your Chimp and... Give an example of positive behaviour 5. If you can't manage your Chimp and be Ready, Respectful, and Safe you will be choosing to have Five minutes of time out. 6. Thank you for listening... Allow 'take-up' time.
3	<p>Amber - Five minutes This can't be reduced. Choose a maximum of 3 of these questions. Depending on the child use fewer questions or a story map to support your conversation.</p>	<p>If the child has not re-engaged – Placed on Amber Stay behind for five minutes ... Allow 'take-up' time. During the five minutes ask three of the following questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What was your Chimp thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?

4	<p>Final Warning</p> <p>A clear verbal warning making the child aware of their behaviour and clearly outlining the consequences if they continue. Delivered privately, where possible.</p>	<p>If the child has still not re-engaged:</p> <ol style="list-style-type: none"> 1. I noticed you chose to... (noticed behaviour) 2. This is the fourth time I have spoken to you 3. I know you can manage your Chimp and be Ready, Respectful, and Safe 4. I remember when you managed your Chimp and... Give an example of positive behaviour 5. If you can't manage your Chimp and be Ready, Respectful, and Safe you will be choosing to have Fifteen minutes time out. 6. Thank you for listening... Allow 'take-up' time.
5	<p>Red - A restorative conversation</p> <p>Choose a maximum of 5 of these questions. Depending on the child use fewer questions or a story map to support your conversation.</p>	<p>If the child has not re-engaged – Placed on Red Stay behind for fifteen minutes ... Allow 'take-up' time.</p> <p>During the fifteen minutes ask five of the following questions:</p> <ol style="list-style-type: none"> 1) What happened? 2) What was your Chimp thinking at the time? 3) What have you thought since? 4) How did this make people feel? 5) Who has been affected? 6) How have they been affected? 7) What should we do to put things right? 8) How can we do things differently in the future?

Beyond the 30-Second Script

It is our duty to support children who are struggling to manage their Chimp. Therefore, if a child repeatedly fails to follow the school's rules, we have a number of interventions to support the child to make better choices.

Nurture

Small group Nurture sessions are a vital part of the support we offer to our children to help develop skills to support their relationship skills. These sessions are delivered by familiar teaching assistants. Our nurture sessions use the consistent language and skills of the ten Chimp habits.

IBP

An IBP is a bespoke plan which keeps the child's best-self central. Through observations, discussions with parents and carers, staff and the child, the IBP will focus on what characteristics of the Chimp are stopping the child from being their best-self. Once known, reasonable adjustments will be discussed with a clear, consistent pathway to support the child managing their Chimp.

Restorative Learning

Children whose mental health is causing them to find whole class learning difficult will be referred to Restorative Learning when it is felt it would be in the best interest of the child to have intense coaching outside of the classroom over the course of a term.

Restorative Learning is a supportive measure to restore children back into a classroom environment with tools that enable them to manage their Chimp while at the same time continuing to learn the same lessons as their class.

Internal Inclusion

A child who has reached the point of 'Internal Inclusion' is a child in crisis who needs our support and care to understand their SEMH needs. During their time in Internal Inclusion, our staff will support them through restorative conversations to decide on the best way to pay it back.

Inclusive Exclusion

Sitting at home will not support a child to learn from their mistakes. Therefore, our Inclusive Exclusion is where a child will –

- 1) Be allocated a Behaviour Mentor.
- 2) Meeting between the Behaviour Mentor, parent or carer, and a member of SLT, where there will be a discussion of an appropriate community payback scheme.
- 3) Additional responsibilities will be executed in the child's own time.

Parent and Carer Engagement

All parents and carers are helped to understand that our Relationship Policy and our expectations when rules have not been followed.

It is important that parents and carers are made aware of repeated or serious incidents through conversations, phone calls and meetings.

Child on Child Abuse and Bullying

All forms of bullying are zero-tolerance behaviours in our school and will be tackled immediately when staff become aware of it. This includes cyberbullying, prejudice-based, and discriminatory bullying.

Schools that don't recognise, acknowledge, or understand the scale of bullying and downplay some behaviours related to bullying as 'banter' can create a culture of unacceptable behaviour, an unsafe environment and, in worst-case scenarios, a culture that normalises bullying.

If bullying is suspected or reported to the school either via the child, their parents/carers, staff members, or other children, the AHT who leads that year group will initially take responsibility for dealing with the issue.

The AHT will contact the parents/carers of the alleged bully and the alleged victim to find out about the bullying as they perceive it. Following these conversations, they will speak to the children involved and any other children who might be able to provide more information about the alleged bullying.

The AHT teacher will then consult the Headteacher to agree the appropriate way to move forward. Possible consequences may involve:

- the perpetrator being dealt with in school
- the school begin an early help plan with the family or involving social care
- and if the incident is criminal, racist, or homophobic, involving the appropriate outside agencies.

Cyberbullying is a serious offence, and even though it may take place outside of school, we are likely to see the impacts in school. As a school, we will deal with actions that take place on the school premises following the procedures set out above.

With regards to content on children's phones, tablets, or computers, we will work with parents/carers to support them in reporting the bullying to the social media platforms being used or the police.

In all instances of bullying, a Serious Incidents form will be completed and the Headteacher will keep a record in his office.

All staff should be aware that children can abuse other children, and that it can happen both inside and outside of school or college and online.

It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

It is also important to understand that, even if there are no reported incidents, it does not mean it is not happening. It may be that it is just not reported. As such, it is important that if staff have any concerns regarding child-on-child abuse, they should speak to a designated safeguarding leader.

All staff are expected to challenge inappropriate behaviours that are abusive in nature. Downplaying behaviours; dismissing sexual harassment as "just banter", "growing up" or "boys being boys", can lead to a culture of unacceptable behaviours, an unsafe environment, and, a culture that normalises abuse leading children to accept it as normal and not reporting it. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyber/prejudice-based/discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may be online which facilitates, threatens and/or encourages sexual violence)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, engage in sexual activity with a 3rd party
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse & the important role they have to play in preventing it and responding where they believe a child may be at risk from it. This is set out clearly in the school's Child Protection and Safeguarding Policy.

If child-on-child abuse is suspected or reported to the school either via the child, parent/carer, staff or other children in the child's class, the AHT who leads that year group will initially take responsibility for dealing with the issue.

The AHT will contact the parents/carers of the alleged abuser and the alleged victim to find out from them about the abuse as they perceive it. Following these conversations, they will speak to the children involved and any children who might provide more information about the abuse.

The AHT teacher will then consult the Headteacher to agree on the appropriate way to move forward. Possible consequences may involve:

- the perpetrator being dealt with in school
- the decision on whether the children involved should be moved to another class while the investigation takes place
- the school begin an early help plan with the family
- the school involving social care
- and if the incident is criminal, racist, or homophobic, involving the appropriate outside agencies.

Reasonable Force

Staff members are allowed to intervene physically to restrain a child in line with government guidelines and where they had an honest held belief that it was the most appropriate course of action.

Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder. The steps taken will be:

- where possible, remove the class from a room/situation where an individual child is a potential threat to them
- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- restrain a pupil at risk of harming themselves or others.

Staff cannot use force as a punishment— it is always unlawful to use force as a punishment. Adjustments will be made if reasonable force is applied to children with a disability.

It is widely misunderstood that staff need to be trained in techniques before they can physically intervene. This is not the case. If you have an honestly held belief that you are protecting the child or other children or maintaining discipline and use the minimum amount of force required, you will be supported by the Headteacher if you physically intervene.

If reasonable force is used, staff must complete a Physical Intervention Report form and parents will be informed (see additional policy).

The Power to Discipline Beyond the School Gate

At Hunslet Carr Primary School dangerous behaviours, intimidation or incidents of hate witnessed by a member of staff or reported to school whilst a child is wearing his/her school uniform and travelling to and from school will be treated seriously.

If it is believed that children have not followed the school rules during this time, then the same warning/consequences will be applied.

If school believes that the child's behaviour is anti-social or dangerous, then the police may be informed. If the behaviour is criminal or poses a serious threat to a member of public, the police will be informed. School will also ensure that significant steps are taken to safeguard the child.