

2018 MHCE Academy Relationships Policy



Relationship Policy

This policy replaces	June 2017
Date policy approved by Governing Body	July 2018
Date of next review	As per Policy review calendar
Reviewer	Governing Body and Staff in school

2018 MHCE Academy Relationships Policy

‘Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.’

Philippians 4:8

Aims

The aims of this policy is to set out the expectations of behaviour and relationships at Market Harborough CE Academy. It provides guidance and procedures, which support all members of the school community in developing an environment which reflects ‘deeply Christian Values’; and a desire for everyone to live life to the full and to grow spiritually, intellectually, physically, emotionally, morally and socially.

Key Principles

The following key principles form the rationale for developing positive relationships and behaviour at Market Harborough CE Academy

- Developing a curriculum, which puts our VALUES at the heart of learning, is crucial if children are going to develop a strong moral code. Behaviour does not occur in isolation and is driven by an individual’s personal belief systems.
- Developing positive behaviour, through developing values, which reflect a ‘deeply Christian’ lens and the desire for human flourishing for all. These values are embedded in school systems and the school ethos. Through these we promote in pupils a recognition and acceptance of responsibility for their own actions, decisions and for their consequences.
- Positive behaviour in school stems from our Christian Values, which are based upon mutual respect for all individuals in school and the desire for all to have fullness of life.
- Motivated children who understand the importance of developing learning behaviours and having a growth mindset.
- Children who feel successful and valued as learners and can see their own progress will become self-motivated and ‘switched on’ to learning.
- Everyone in school will take collective responsibility for developing positive behaviour within an agreed framework.
- Developing a positive approach to behaviour in school and encouraging individual and collective responsibility for each other is integral to high quality educational provision.

We will ensure that **every member of our school community;**

- *Feels valued and respected.*
- *Feel safe and secure within the school environment and can become responsible and independent community members.*
- *Are treated in a caring and considerate way by others.*
- *Will learn about our living values and learning muscles to enable them to flourish in their lives.*
- *Can achieve academic, personal and social success.*
- *Understands the clear strategies and expectations that form the Behaviour Policy in school.*

2018 MHCE Academy Relationships Policy

Market Harborough CE Academy Living Values

These values were developed in consultation with parents, staff and children [2016-2017]. It was agreed the following Christian values would form the core values at our school.

Living Values

Helpfulness and Relationships

Generosity and Thankfulness

Forgiveness and Compassion

Hope and Trust

Courage and Perseverance

Respect and Dignity

The following 5 statements are based on our school values and will guide the behaviour of children and adults in school:

In our school, with God's help we:

- Respect ourselves, value others and our environment and show compassion in all we do
- Build strong relationships based on good manners, trust, generosity and forgiveness
- Follow instructions and always try our hardest even when we find things difficult
- Think carefully about the choices we make and try to be wise and courageous
- Will count our blessings and be grateful for the good things in our world and trust that as each day closes, we have been better people than we were the day before

Learning Muscles

In addition to our Living Values, we will aim to develop our Learning Muscles as a school to help children to become resilient, resourceful and responsible learners.

The learning muscles we flex are:

Resilience – We bounce back and keep learning

Problem Solving- We keep going when faced with a difficult challenge

Concentration – We try hard and keep our focus

Curiosity – We ask questions; Why? How? When? Where?

Creativity – We turn our imagination into reality

Responsibility – We own our learning and see mistakes and challenges as a positive thing

Teamwork – We learn as a team and we all have something to contribute

Craftsmanship - We want to produce beautiful results and will work our hardest to achieve them

To be introduced during 2018-2019 academic year.

Through every aspect of our curriculum, these Living Values and Learning Muscles will be actively taught. They will be displayed in each classroom and taught to the children explicitly.

2018 MHCE Academy Relationships Policy

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-Bullying Policy). The school will support children's emotional and social development through the use of an emotion coaching model

Pupils are expected to:

- Follow the Living Values and flex their Learning Muscles.
- Follow the Living Value Statements in all they do.
- Acknowledge emotions when things go wrong, problem solve and repair appropriate to their age and stage of development.

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour and communication with colleagues and children.

Adults in school are expected to:

- **Support the development of an environment which reflects 'deeply Christian Values'; and a desire for everyone to live life to the full and to grow spiritually, intellectually, physically, emotionally, morally and socially.**
- Create a calm, safe, effective and positive learning environment.
- Encourage positive relationships based on mutual respect.
- Commit to and model the Living Values and Learning Muscles and the strategies that underpin their development **consistently. Be prepared to ask if they do not understand what the detailed expectations are in relation to this.**
- Have high expectations of all students and each other, and a belief that all pupils matter equally.
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Vulnerable Learning Team and outside agencies as appropriate.
- Uses the Emotion Coaching strategies adopted by the school.

Additional responsibilities of the Senior Leadership Team

It is the responsibility of the Head Teacher to ensure all staff implement the School Relationship Policy consistently throughout the school.

The Head Teacher and Senior Leadership Team supports the staff by:

- Being a role model and supporting the development of highly consistent practice in school.
- Being highly visible and communicating ambitious goals for behaviour and learning based on Living Values and Learning Muscles.
- Having high expectations of all staff and believing that all students matter equally.
- Implementing the policy through rigorous attention to detail and thoroughness in the execution of policy and strategies.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher [and in her absence the Deputy Head teacher] has the responsibility for giving fixed term exclusions to individual children for serious acts of misconduct. For repeated or extreme acts of misconduct a child may be permanently excluded.

2018 MHCE Academy Relationships Policy

Role of Parents

Market Harborough CE Academy believes it is really important to build positive dialogue between home and school.

Parents are expected to:

- Support their child in adhering to the Living Values, Learning Muscles and the expectations of positive behaviour and relationships with others.
- Ensure that their child fully understands the Living Values and the consequences of not adhering to them.
- Inform the class teacher of any changes in circumstances, which may affect their child's behaviour.
- Contact the school if they are worried about their child's behaviour. The school may be able to offer support or identify services that the family could access.
- Discuss any concerns with the class teacher promptly. If they remain concerned they should contact the Head Teacher or Deputy Head Teacher.

Role of Governors

The Governors of the school support the head teacher and staff by:

- Promoting the Christian ethos of Market Harborough Church of England Academy where all are equally valued as members of the school community and everyone is encouraged to live life in all its fullness.
- Creating an effective partnership between pupils, parents, staff and governors.
- Maintaining a caring, safe and nurturing environment where pupils can flourish.
- Developing a positive reputation in the community.
- Ensuring that the school community is safeguarded.

Strategies for developing our Market Harborough CE Academy's Living Values and Learning Muscles.

The Importance of Current Research

Current research indicates that there are clear lessons to be learnt from schools where behaviour is good.

Key strategies include:

- Effectively communicated expectations, which are understood by all.
- Having realistic and detailed expectations of what behaviour is acceptable and what behaviour is not.
- Highly consistent working practices in place.
- High expectations of all students and staff.
- A clear understanding of the school culture –this is how we do things here.

The Place of Growth Mindset and Assessment for Learning

We recognise the importance of developing intrinsic motivation within each child. Alongside our system for rewards and sanctions in school, staff focus on developing a desire to learn and improve through Learning Muscles and Living Values. Children are encouraged to focus on their own improvement through various strategies used in the classroom. Through ownership of their learning and ongoing assessment for learning, children will become motivated through their success rather than extrinsic rewards.

2018 MHCE Academy Relationships Policy

Rewarding Positive Behaviour and Work Ethic

At Market Harborough CE Academy we use a range of approaches to encourage good behaviour and positive work ethic including the following:

- Spend time with the child.
- Showing trust and appreciation.
- Special responsibility /jobs.
- Showing/displaying work.
- Non Verbal praise – smiles/thumbs up.
- Verbal Praise – this can range from a word in the ear to public recognition in class and beyond.
- Stickers.
- Sending copies of work home.
- Informal parental contact.
- Comments on their work specifically linked to how they have succeeded.

Specific Rewards

<p>Individual</p>	<ul style="list-style-type: none"> ○ Each child will start everyday as ‘Green’ – this will be automatically recognised in the class log. This means that they all have a fresh start each morning. It also allows the quieter children to be recognised and rewarded for simply getting on. ○ If they stay ‘Green’ throughout the course of the day, they will receive 4 merits [one for before break/ after break/lunch/afternoon] ○ If a child is placed on amber or red during the course of the day, they will lose the merit for this session, but could still achieve 1, 2 or 3 merits for other successful sessions ○ A record of merits awarded will be kept by the class teacher. ○ When the children reach 150 merits [Bronze certificate], 300 merits [Silver certificate], 600 merits [Gold certificate] 750 merits [Head Teacher Award], this achievement will be celebrated. 150 merits is a lucky dip in the bronze treasure chest, 300 merits is a lucky dip in the silver treasure chest, 600 merits will be a golden ticket to a movie night, 750 merits is an Afternoon Tea with the head teacher. ○ Additional merits can be awarded for exceptional displays of our Living Values and Learning Muscles. This is how the children will reach 750. But it must be for exceptional work or behaviour. ○ When children reach target amounts of merits (20 per week) they will be awarded a house point. House points go to a collective reward. The house points will be placed in the tube and a member of staff will be responsible for keeping count and transferring the amounts onto a centrally displayed record. [Prior to assembly, year groups will calculate how many points are needed for each house – a representative for each house will collect them before assembly and place them in the]
<p>Class</p>	<ul style="list-style-type: none"> ○ Each class teacher can determine class rewards, but the individual and house point rewards must be used as a system, which operates consistently across the school. ○ For consistency, ALL classes will need to have a class reward system in place. This could be marbles in the jar, popping balloons etc. The aim would be that during each half term every class would have some reward to acknowledge their achievements.

2018 MHCE Academy Relationships Policy

Houses	<ul style="list-style-type: none"> ○ There are four houses, which include children across the school, with each house being a combination of children from each year group. [Siblings will be in the same house and these houses will then form the teams for Sports Day] ○ House points are awarded for each 20 merits earned and kept in a central location by class teachers where there is clear tracking of the teams' scores. ○ The purpose of the house points is to make each child accountable to another group of children that is not their year group. ○ The four houses have been named by the pupil voice team (in consultation with other children across school) as: Rowan, Ash, Chestnut and Fir. ○ At the end of the term, the winning house will receive a reward. This could be; a selection box, Easter egg, small toy, or a party on the field.
Star of the Week	<ul style="list-style-type: none"> ○ Each week, one child per class will receive a 'Certificate of excellence'. All reasons will be based where possible on the Living Values and Learning Muscles. The reason for the reward needs to mention specifically what it is the child has done.
Attendance	<ul style="list-style-type: none"> ○ Each week, the class with the highest attendance from the previous week will be awarded the Attendance trophy.

Schoolwide Approach to Discouraging Inappropriate Behaviour and Attitudes to Learning

When children behave in a way that is unacceptable, we believe it is very important that children recognise why that behaviour is unacceptable and the impact their behaviour has on others. Using the emotional coaching model, support the children and refer back to our Living Values Statements and Learning Muscles. This approach should be consistently used throughout the day, including lunch times and break times. Class assembly time is an ideal time for class teachers to share our values and learning muscles.

Good discipline stems from clearly defined and consistent patterns of dealing with problems, which are identified and subsequently followed through by all members of staff. Pupils must be able to see a developing system through which they will pass as the behavioural problem becomes more serious. By recognising the next sanction, they have been placed in a position whereby they can make an informed choice in respect of their behaviour.

Sanctions

Warning	<ul style="list-style-type: none"> ○ Children are reminded of the Living Values and asked to think about their behaviour. This step may happen several times depending on the nature of the incident. Staff will need to use their professional judgement. Reference to the Sanctions stages using the displayed poster may be given as a reminder. See Appendix F
Step 1 – Amber	<ul style="list-style-type: none"> ○ A verbal reminder is given about appropriate behaviour making reference to the school values or characteristics of learning – if the behaviour continues, child's name to written in the Amber section for the session in the Class Behaviour Log. ○ At the start of the next session, the child is considered to be green, but their name is not rubbed out of Amber. This ensures there is a school record of persistent low level behaviour issues.
Step 2 - Red	<ul style="list-style-type: none"> ○ If the behaviour continues / escalates, the name is written in the Red section for the session in the Class Behaviour Log - the child is supported in considering how to resolve and improve the situation as above. The child will lose some time e.g. 2 mins for reception, 3 mins for KS1, 5 mins for KS2 [Following a child being recorded as red, staff will have an informal chat with parents, face to face where possible, to make them aware of the incident] ○ At the start of the next session, the child is considered to be green, but their name is not rubbed out of Red. This ensures there is a school record of persistent behaviour issues. Children who are red three or more times in a week will have a letter sent home to parents outlining the concerns [See Appendix I]

2018 MHCE Academy Relationships Policy

Step 3	<p>If the child is unable to resolve their behaviour, they will be removed to a partner classroom.</p> <p>EYFS to Y2, Y1 to Y3, Y2 to Y4, Y3 to Y5, Y4 to Y6, Y5 to Y1, Y6 to Y2.</p> <ul style="list-style-type: none"> ○ Where possible, they will be provided work to do by their own teacher – this will only be for the duration of the session they are sent out of at this stage. ○ When the child returns to the classroom after the excluded session, they must be given the opportunity to put right and apologise what happened prior to the internal exclusion and be supported in reintegration
Step 4	<ul style="list-style-type: none"> ○ If upon returning to the classroom, they are still unable to settle, they will be internally excluded for the rest of the day [this will need to be discussed with HT and SLT and advice sought] – again work will be provided for the remainder of the day and it must be work that the child can access with little support need from the partner class. ○ Details MUST be recorded on the Significant Incident Log and this is the responsibility of the class teacher or person covering the class (See Appendix J). This will then be used to send a letter home that evening to tell the parents/carers about the behaviour incident. It will be the SLTs responsibility to ensure this information is sent to the office so a letter can be generated. (See Appendix K) ○ Further deterioration of the child’s behaviour in the partner classroom at any point within the internal exclusion process will result in the involvement of the HT. This means the behaviour has reached the point where formal exclusion is being considered. <p>○ At the end of the week, a designated LSA will be responsible for liaising with teachers to check their behaviour log for the week and ensuring the names of any children who have 3 Red logs receive a letter home to their parents/carers. This letter must go home on the Friday evening. The LSA will meet with HT / SLT regularly to review the names of children and share current concerns. The HT/SLT will log these meetings, concern raised, action points to be taken in order to effectively oversee whole school behaviour and well being in line with our Christian Living Values.</p>

See Appendix F for Sanctions Poster for classrooms

See Appendix G for classroom behaviour log

See Appendix H for emotional coaching strategies

See Appendix I for 3x on red in a week letter

See Appendix J for significant incident log

See Appendix K for significant incident letter to parents

High Level Sanctions

The Head teacher [or SLT] has the responsibility for giving fixed term exclusions to individual children for serious incidents. For repeated or very serious acts of anti-social behaviour, a child may be excluded.

Children ‘Beyond’

Occasionally some children may be ‘beyond’ the normal hierarchy of incentives and sanctions. This can be as a consequence of a variety of social, emotional and medical factors. These children require greater levels of behavioural and emotional support in order to modify their behaviour and provide for their mental well-being in order to support them in flourishing and having fullness of life.

A ‘child beyond’ will often be identified through a numbers of channels:

- A new child whose records/discussion with parents/Multi Agency working indicates concerns regarding emotional and social needs.
- A child who is consistently having difficulties, which result in a red card being given more frequently than expected.

2018 MHCE Academy Relationships Policy

In the event of children with extreme social and emotional needs, and resulting challenging behaviours, these children will have a specific Individual Behaviour Plan – this plan will clearly identify the triggers, types of behaviours, and the necessary behaviour management, and the plan MUST be followed by all staff working with these children to ensure the child’s safety as well as the staff. This may mean the children do not specifically follow all elements of the general school rewards and sanctions.

Lunchtimes

Lunchtimes are a crucial part of the school day. It is vitally important that children are able to enjoy a stimulating and safe lunchtime and that Lunchtime Supervisors are empowered to provide this. There are a number of systems in place to support this.

Lunchtime Games

Each week Lunchtime staff and designated pupils will take responsibility for organising games for children during lunchtime.

Lunchtime Club

There will also be an opportunity for children to be inside during lunchtimes and to be involved in inside activities based in the Art room.

Wet Play Activities

Teachers need to ensure there is a wide range of appropriate activities for wet play in their classroom. A list of permitted activities should be displayed for all children to see.

Eating Lunch

Children are expected to eat and sit properly at the lunchtime tables in the school hall. Social interaction is encouraged at lunchtime and staff recognise that this is an appropriate opportunity to develop PSED priorities in a different context. It is the Lunchtime Staff and Senior Leaders responsibility to ensure that high standards of behaviour are up held at lunchtimes.

Specific Lunchtime Rewards

Individual	<ul style="list-style-type: none"> ○ All children begin lunchtime with a clean slate and are considered ‘Green’ in the class behaviour log. At the end of lunchtimes, the LTS will inform the class teacher or person covering the class of any child NOT achieving a ‘green’ status. They will then complete the behaviour log quickly for each class.
	<ul style="list-style-type: none"> ○ In the penultimate week of half term, each LTS will be invited to identify a child per class, whose behaviour has been exemplary – this child will be invited to sit on the ‘top table’, in the final week of term – each LTS will be responsible for writing the invitation, stating the clear reason as to why the child was selected. This needs to be linked to Living Values and Learning Muscles.
	<ul style="list-style-type: none"> ○ Children who display ESPECIALLY good behaviour at lunchtimes can be given a raffle ticket. Each LTS will have their own book and as they give out the tickets, they will write the name of the child on the back of the ticket in the book. At the end of lunchtime, they will tear the tickets out of the book and place them in the year group tube ready to be drawn in the Friday Celebration assembly.
Houses	<ul style="list-style-type: none"> ○ Individual merits gained at lunchtime contribute to earning House Points– see above

Lunchtime Sanctions

2018 MHCE Academy Relationships Policy

Warning	<ul style="list-style-type: none"> ○ Children are reminded of the Living Values and asked to think about their behaviour. This step may happen several times depending on the nature of the incident. Staff will need to use professional judgement.
Step 1	<ul style="list-style-type: none"> ○ A verbal reminder is given about appropriate behaviour making reference to the school values or characteristics of learning – if the behaviour continues, child's name to written in the Amber section for the lunchtime in the class behaviour log. ○ This information MUST be shared with class teacher or adult responsible for the class and recorded in class behaviour log in the Amber section.
Step 2	<ul style="list-style-type: none"> ○ If the behaviour continues / escalates, the child should be made aware of the consequences (red record) and should be supported in considering how to resolve and improve the situation as above. ○ This information MUST be shared with class teacher or cover person and recorded in class behaviour log in the red section for Lunchtime.
Step 3	<ul style="list-style-type: none"> ○ If despite a Red warning, the child's behaviour continues to deteriorate during lunchtime, the child will be withdrawn from the playground to an agreed location, for a period of '10' minutes. This agreed location will be with the member of staff who is on duty that day. The LTS must take the child to the staff member. If the child refuses to come, the LTS MUST go and find the staff member on duty and pass this information on so it can be dealt with properly.
Step 4	<ul style="list-style-type: none"> ○ If the child returns to the playground [after their 10 minutes] and their behaviour continues to escalate, they will be brought back into school for the remainder of lunchtime. This agreed location will be with the member of staff who is on duty that day. The LTS must take the child to the staff member. If the child refuses to come the LTS MUST go and find the staff member on duty and pass this information on so it can be dealt with properly.

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Head Teacher (or the Deputy Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The governing body has an Exclusion committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

2018 MHCE Academy Relationships Policy

When an appeals panel meets to consider an exclusion they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Drug- and alcohol-related incidents

It is the policy of Market Harborough CE Academy that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in accordance with the Policy on bringing medication into school.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs.

The Use of Force to Control or Restrain Children

Please refer to Market Harborough CE Academy 'Positive Handling Policy for details relating to this area.

Monitoring

The Governing Body will monitor the effectiveness of the policy on an annual basis.

The school uses a variety of methods to record good behaviour and behaviour of concerns. These are used to monitor the effectiveness of the policy.

They are:

- Incidents of behaviour concerns dealt with by Head Teacher/ Deputy Head teacher kept by them.
- Notes of meeting with SLT to review weekly behaviour records in school.
- Class logs kept by teacher

The Head teacher keeps records on any child who is excluded for a fixed term or who is permanently excluded.

Links with other Policies

This policy should be read in conjunction with Market Harborough CE Academy Policies and Learn At Trust policies. Specifically, this should be read in conjunction with these policies:

Racial Incidents Policy

Anti Bullying Policy

Inclusion Policy

Health and Safety Policy

Positive Handling Policy

Exclusion Policy

Any parent who is unhappy with how an incident is dealt with can follow the Parental Complaints Procedures. A copy of which is available from the School Office or from the school website.

Review

This policy will be formally reviewed on an annual basis. However, on an informal basis it will continually be under review and updated to improve our provision for children in our care.

2018 MHCE Academy Relationships Policy

See Appendix A and B for display poster which need to be displayed in the classrooms

See Appendix C for Reward Poster for classrooms

See Appendix D for Child Target Card

See Appendix E for Certificates

See Appendix F for Sanctions Poster for classrooms

See Appendix G classroom behaviour log

See Appendix H for emotional coaching strategies

See Appendix I for 3x on red in a week letter

See Appendix J for significant incident log

See Appendix K for significant incident letter to parents

See Appendix L for Lunchtime Reflection Sheet – KS1

See Appendix M for Lunchtime Reflection Sheet – KS2