

# Northway Community Primary School



## **INCLUSION, RELATIONSHIPS AND BEHAVIOUR POLICY**

THIS POLICY APPLIES TO STAFF, PUPILS, PARENTS/ CARERS AND GOVERNORS

ADOPTED BY THE FULL GOVERNING BODY: 2024

REVIEW DATE: 2025

## INTRODUCTION / PURPOSE

Northway Community Primary is a school committed to core values of inclusion and partnership. We aim to work with each other to build and maintain community within the school. Northway Community Primary School has developed a culture of being a relationship led, inclusive school, which creates a rich and cohesive learning environment. We work to create a strong foundation for all pupils to ensure they have the best opportunity to reach their full potential.

### Our school values underpin all our policies:

- **Honesty**- We believe that strong relationships lead to great learning. Relationships that are built on truth and respect ensure that the highest level of support can be given to each child.
- **Courage** - We are a school that endeavors to serve our community, we encourage everyone to have the courage to step out of their comfort zone and make an impact on matters that extend beyond themselves. Our pupils and staff work in close partnership with parents, volunteers, local charities, businesses, universities and other schools to make a difference.
- **Resilience** - Motivation and independence are essential characteristics to be successful in the modern world. Our curriculum is designed to challenge and engage our pupils.
- **Perseverance** - We recognise the strengths and challenges that each child may encounter in their learning journey. Our curriculum is designed to encourage determination. We focus our praise on pupils building their perseverance if at first they don't succeed.
- **Aspiration**- If children enjoy their learning and aspire to know more and achieve more, they are more likely to succeed. We have designed an aspirational curriculum that promotes inclusion and strives to support pupils to reach their potential. We are proud of our last Ofsted report and our strong results from the Early Years Foundation Stage through to Year Six.

We encourage all our pupils to strive to achieve their full potential and we provide a wide range of pastoral, safeguarding and emotional well-being support to enable them to meet their targets. We work restoratively to secure positive relationships with our pupils so that they are able to enjoy the positive learning environment that we provide. In order to achieve this, we expect all pupils to commit to positive relationships at all times, and we have a range of policies, processes and procedures to support this. We embrace a restorative approach of 'high challenge and high support' throughout the whole school community.

**Our school rules are designed to help everyone achieve their potential:**

**Be safe-** Safeguarding children is at the core of all our work. A carefully designed PSHE curriculum, SMSC calendar of events and school ethos is planned out with consideration of the school's social context. They ensure that equity, inclusion, safety and the British Values are shaping our pupils into citizens with the skills to stay safe and make good choices.

**Be respectful-** Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

**Be prepared-** Every child should be given the opportunity to develop a sense of personal responsibility for their own actions. At Northway Community Primary School, we value everyone as an individual that is capable of growth, change and development.

**Below is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and SLT.**

**The governors at Northway Community Primary School believe that:**

Every child has the right to learn, and no child has the right to disrupt the learning of others. All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Inclusion and Relationships Policy by stating the principles that the governors expect to be followed. The Headteacher has a duty to publish the statement on the school website. The Headteacher develops the Behaviour Policy with reference to the DfE guidance document *Behaviour and Discipline in Schools - Advice for Headteachers and School Staff, January 2016*. This includes consideration of the ten key aspects of school practice, that when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management based on building, maintaining and repairing relationships.
2. Strong school leadership.
3. Classroom management.
4. Rewards and sanctions.
5. Behaviour strategies and the teaching of good behaviour and development of character.
6. Staff development and support.
7. Pupil support systems.
8. Liaison with parent/carers and other agencies.
9. Managing pupil transitions.
10. Organisation and facilities.

## **THE SCHOOL'S MORAL CODE**

Our moral code is based on the principle that we value every member of the school community. Teaching and learning are our core activities and as a result we insist on a constructive partnership between staff and pupils in which both can expect courtesy and respect. We actively promote awareness and development of this learning and these expectations through our curriculum offer, learning opportunities, School Councils and the school's team point system.

## **RESTORATIVE PRACTICE**

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the school works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

### **Our restorative approach helps pupils:**

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict effectively and creatively.
- Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving conflict to restore relationships.

## **PRINCIPLES FOR BEHAVIOUR**

All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

Northway Community Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children are set out in the wider suite of school policies, reflecting the duties of the Equality Act 2010.

The governors believe children should be at the heart of the development of school expectations and these should be regularly reviewed with the involvement of children and staff. High standards of behaviour are expected and are set out in this policy. Governors and leaders expect all staff to work restoratively, with high challenge and high support. Governors and leaders expect a wide range of rewards to be consistently and fairly applied in such a way as to encourage and recognise good behaviour and character around school. Consequences for unacceptable behaviour should be known and understood by all staff and pupils and applied with professional judgement. Wherever possible, a restorative approach to a resolution will be used alongside a sanction. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil, and staff are expected to use their discretion. Consequences should however be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from within the school and from external agencies should be available to support, as necessary, for pupils who display continued disruptive behaviour. We expect pupils and parents/carers to co-operate as partners in learning to maintain an orderly climate for learning. The governors strongly feel that fixed-term exclusions/suspensions must only be used as a last resort.

## **PUPILS EXPECTATIONS OF BEHAVIOUR**

The pupils at Northway believe that the ethos of our school community will be achieved when pupils and staff treat one another with respect, equity and consistency.

Pupils' expectation of pupils:

- Be kind to others.
- Ensure that we are welcoming and respectful towards others.
- Be prepared for each part of the day and considerate of others when learning.

- Avoid negative or physical behaviours that could cause harm and seek to restore this immediately if it occurs.
- Listen carefully when others are talking.
- Use good manners at every opportunity.
- Seek to be inclusive and proactively search for opportunities to include other pupils.

Pupils' expectation of staff:

- Treat everyone with equity.
- Be respectful of everyone and treat others as they would like to be treated.
- Be consistent and fair.
- Use the restorative script to explore conflict or challenges.
- Give every child the chance to be heard.
- Listen carefully and without judgement.
- Be prepared to help in any occasion.
- Create an ethos where mistakes are viewed as opportunities to learn.
- Use calm voices.
- Ensure that unacceptable behaviour is challenged and has appropriate consequences.
- Keep all pupils safe.
- Always make choices that promote an inclusive environment.

## **EXPECTATIONS OF PARENTS AND CARERS**

- Work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being, including avoiding term-time holidays.
- Work with the school to ensure their child follows school expectations and procedures; see 'caring for people', 'caring for the building and environment' and 'caring for property'.
- Encourage their child to show respect for members of the community and the environment.
- Support the school in modelling polite, positive relationships.
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Be good role models for other members of the community.
- Parents/carers are expected to speak appropriately to each other and with respect whilst on school grounds. If parents/carers do not conduct themselves appropriately, the school may choose to restrict their access to the school premises.
- The governors wish to emphasise that violence, threatening behaviour or verbal abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a

parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to the school premises.

## **CARING FOR THE BUILDING AND ENVIRONMENT**

We expect all pupils to respect the school building, facilities and equipment, to use the bins provided for litter and look after school property. We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the school property.

## **CARING FOR PROPERTY**

We expect all pupils to respect other people's work and property and to take pride in the school environment and displays around the school. Pupils are asked to avoid bringing valuables into school.

## **REWARDS AND RECOGNITION**

Pupils at Northway Community Primary School are rewarded in a number of ways:

- Verbal praise.
- Team points.
- Stickers.
- Star of the week and Values certificates.
- Raffle tickets which are entered into a termly prize draw.
- An age appropriate EYFS reward system.
- Achievements recognised in assemblies.
- Termly rewards ceremonies - curriculum certificates, special commendations, attendance certificates.
- Team rewards - in and out of school.
- Termly Presentation assembly (prize giving) for values progress and achievement.

## **ACTIONS IF PUPILS ARE NOT MEETING EXPECTATIONS**

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the nature and severity of the incident. There are a wide range of consequences / sanctions available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships.

Sanctions include:

- Time out/reflection.
- Removal of social / break time.

- Removal of privilege - participation in activities.
- Meeting with a member of SLT to discuss behaviour.
- Fixed Term exclusion/suspension.

There may be exceptional circumstances where it is necessary to search pupils. This will only ever be conducted in line with DfE guidance from 'Searching, screening and Confiscation-Advice for Schools July 2022'.

Some of the ways we have maintained good relationships with our local community is through the reinforcement of high expectations outside of school for our pupils. We may need to discipline pupils for negative behaviours outside school including issues that arise when witnessed or reported by others:

- taking part in school organised or related activity.
- travelling to or from school.
- that affect members of the school or our local community.

## **SAFEGUARDING**

Northway Community Primary School recognises that changes in behaviour may be an indicator that a pupil needs support or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to the Safeguarding and Child Protection policy for more information.

## **HARMFUL SEXUAL BEHAVIOUR (HSB)**

At Northway Community Primary School, we are pro-active in minimising the risk of harmful, sexual behaviour through our RSE and PSHE curriculum but, in order to safeguard children, staff are expected to be vigilant ('it could happen here') and prepared to raise appropriate 'causes for concern'. All concerns around child on child abuse will be taken seriously, reported, investigated, recorded on CPOMS and managed in line with the child protection procedures outlined in the school's Safeguarding and Child Protection policy, leading to appropriate actions, including consequences as necessary.

## **BULLYING**

We use a range of measures to prevent bullying within the school community. Our comprehensive PSHE curriculum identifies healthy and unhealthy relationships and signposts children to adults within school that they can talk to if they feel a relationship has broken



down. Difference and diversity are celebrated to create a harmonious environment. Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded on CPOMS and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with. For further guidance, see the Anti-Bullying Policy.

## **DIGITAL TECHNOLOGY AND MOBILE PHONES**

Pupils in Year 5 and 6 can bring mobile phones to school but they should hand them to a member of staff on arrival and collect them as they leave the premises. Pupils must not use their mobile phones during the school day or while on school property. Watches with access to the internet or a camera function must not be brought into school. If pupils are using their phone inappropriately or at an inappropriate time their phone could be confiscated and returned to parents/carers. The school doesn't take responsibility for mobile phones brought into school.

## **STAFF TRAINING**

All staff receive an Induction package of basic training including:

- Restorative conversations with pupils, staff and families.
- Safeguarding.

## **EXCLUSIONS/ SUSPENSIONS**

We will always endeavor to support any behavioural needs to ensure that pupils receive the best education at Northway. When necessary, behaviour plans will be written by the teacher, in collaboration with all necessary stakeholders, to identify strategies and de-escalation techniques to support the behaviour of a pupil. In some cases, the school may exclude a pupil for a fixed period (fixed term exclusion/suspension) if their conduct is deemed to warrant this sanction. We feel the re-integration of an excluded pupil is an important process as it is essential that we take the approach of 'partners in learning' with families. It is therefore expected that parents/carers will attend the reintegration meeting to discuss with school staff strategies to be introduced to avoid a repeat of the behaviour that led to the sanction. At this point, the behaviour plan may be adapted to accommodate new challenges and provide the right support.

## **POSITIVE HANDLING**

Northway Community Primary School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare but may be needed on occasion. The appropriate staff are trained to do this and will adhere to the positive handling policy.

## **ALTERNATIVE/OFFSITE PROVISION**

Governors appreciate that in exceptional circumstances the needs of a pupil may be best met in an alternative or specialist provision. Where this is the case, governors would seek assurances that:

- The school had taken every appropriate action to address the pupils' needs before considering alternative provision.
- Consideration of moving pupils to alternative provision is done case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures.
- The school will have a clear plan around the purpose of the provision, how it meets needs, is reviewed and delivers progress.
- The alternative provision is of good quality and is well resourced to meet the needs of the pupil academically and socially.
- The school reviews each case with a view to seeing if / when the pupil can be reintegrated into the school.

## **UNIFORM EXPECTATIONS**

All pupils of Northway Community Primary School are expected to wear the appropriate clothing in line with our uniform expectations (see school website). These expectations are reviewed as needed to reflect the needs of our school community and any changes are communicated with pupils/ parents/ carers. Our uniform expectations are primarily made on the basis of what is considered appropriate for a formal school setting. We ensure our uniform is simple, appropriate and affordable.