This Policy was approved by the Governors
Spring Term 2019 and will be reviewed on an annual basis

**Responsible member of Staff**
Mrs. F. Willis (Acting Headteacher)
Mrs. K. White (SENCO)

This policy is a working document, subject to revision in the light of changing circumstances and the completion of ongoing audit mechanisms, e.g. surveys, observations and continued monitoring of the quality of learning provision. It has been developed through formal and informal consultation with pupils, staff and parents.

This policy should be read in conjunction with the following policies: The Behaviour Policy and the PSHE and SRE Policy. The Anti-Bullying Policy, The E-Safety Policy, The Safeguarding Policies.

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”.

**Aims**
At Hinguar Primary School, we strive to create and maintain a quality first teaching environment based on mutual respect where everyone feels safe, secure, valued and where learners reach their full potential. Our policy and practice supports and improves learner understanding of respect, disrespect and bullying and the detrimental effect it can have on those involved. This policy has been developed in consultation with parents, staff and learners through Healthy Schools projects, workshops and discussions.

Hinguar Primary School believe that everyone:

- has a shared responsibility to create a safe and secure learning environment, irrespective of age, social class, gender, race, religion, academic or physical ability
- should be a positive role model: being calm, approachable, kind, honest and consistent
- has the right to be themselves

**MUTUAL RESPECT**

**Defining mutual respect and promoting respect and positive relationships**

Mutual respect is understanding that we all don’t share the same beliefs and values. It is respecting the values, ideas and beliefs of others whilst not imposing our own on others.

It is the foundation for honesty, trust, and meaningful communication. In order for relationships to remain healthy, both partners must be equally respected and appreciated. Mutual respect is defined as a proper regard for the dignity of a person or position.

At Hinguar Primary School, we should respect an individual’s differences which may be any of the following:

- Race
- Culture
- National origin
- Region
- Gender
- Sexual Orientation
- Age
- Religion
- Ethnicity
- Disability
- Socio-economic differences
- Family structure
- Health
- Values
Statement of Intent
At Hinguar Primary School we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere.

<table>
<thead>
<tr>
<th>Value Statement</th>
<th>Evidence</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our learners are actively encouraged to view mutual respect as a fundamental value which underpins the whole work of the school’s learning community.</td>
<td>The promotion of mutual respect through the Respect Charter ensures that the learners understand the concept of responsible action.</td>
<td>Learners are able to articulate that respect is a key school value and is seen as an important life skill.</td>
</tr>
<tr>
<td>All members of the school’s community treat each other with mutual respect. This is embraced throughout the curriculum providing learners with the opportunity to express their thoughts and views in a safe environment.</td>
<td>The promotion of SEALs and PSHE throughout the curriculum and across the school ensures that learners value respect.</td>
<td>Learners respect themselves and others.</td>
</tr>
<tr>
<td>We pay attention to the value of self-respect and the respect for others through our Golden Rules, our Respect Charter, SEALs, PSHE and SRE curriculum.</td>
<td>Assemblies and ‘thoughts for the week’ promote a whole school focus on how learners’ choices affect their own rights and those of others.</td>
<td>The ability of learners to make good choices and behave well demonstrates their understanding of this key value in action.</td>
</tr>
<tr>
<td>We raise awareness of and celebrate individual differences and this is embedded throughout our curriculum.</td>
<td>Rewards for making a positive contribution to the life and work of the school.</td>
<td>Learners are able to appreciate and have greater understanding about differences within the wider community.</td>
</tr>
</tbody>
</table>

Responsible Action through Golden Rules

It is important to have a clear understanding that a caring, friendly and safe environment for all is only possible if everyone exercises responsible action.

Our aim at Hinguar Primary School and Nursery is for children to develop responsible action and mutual respect. To support our pupils in understanding this ethos, we have agreed six golden rules that we introduce in the Early Years Foundation Stage and maintained through Key Stage 1 (Year 1+2). We expect all children to respect our golden rules which are in place to keep us safe and happy.

Golden Rules

We are gentle

We are kind and helpful
• When children join the school in Nursery or Reception, they are introduced to the Golden Rules through age appropriate stories that help them to understand respect as reflected in our Golden Rules. The Golden Rules are focused on throughout every school year up to the end of Key Stage 1 (Years One and Two). These will be discussed with the children at the beginning of each term and throughout assemblies as well as through ongoing class discussion. The Golden Rules are displayed in each Early Years and Key Stage 1 classroom and around the school so that children can be reminded of their responsibilities in regards to developing mutual respect for others and respect for themselves.

• In Key Stage 2, class rules are negotiated at the start of each year as a progression from the Golden Rules. These are displayed clearly in each classroom and focus on how children should show mutual respect for one another and themselves.

• Furthermore, our rights and responsibilities towards each other are presented in our school’s ‘Respect Charter’:
RESPECT CHARTER

Remember to be polite and show good manners to all.

Ensure everyone is included and celebrated.

Say sorry for our mistakes and work together to solve them.

Positive attitude at all times.

Earn respect by being honest and trustworthy.

Conflict will be resolved in a calm manner.

Take time to respect yourself.
Responsible Action through Roles and Responsibilities

The Learning Environment
The classroom environments are organised to develop independence, personal initiative and provide a learning environment conducive to on-task behaviour. Relationships between all staff and children aim to promote positive behaviour management within a welcoming ethos. We aim to ensure that our pupils feel safe, secure and happy within their learning environment through formal and informal pupil consultation.

Pastoral Guidance
We aim to provide a safe, secure learning environment in which relationships between all in the school’s community are based on mutual respect and trust. The class teacher will take an interest and learn as much as possible about each child in their class aiming to provide guidance to their social, emotional well being and being prompt in noticing if a child is in need of pastoral support. The class teacher will have the sensitivity to respond to situations which the child may have very little control of, e.g. lateness, payment of moneys etc. and when things ‘go wrong’ a child will know that a teacher will be there for them. The class teacher will ensure that an emotionally upset child is supported both in and outside the classroom by working with the child’s parents and key workers, so that appropriate actions are taken to meet the needs of the child.

All Staff
It is the responsibility of all staff to actively implement and promote the Mutual Respect Policy by:
- Consistently modelling expectations and supporting respect reflecting the School’s Respect Charter and Golden Rules.
- Creating positive relationships and consistently maintaining an open culture where learners feel comfortable to approach adults with any concerns.
- Developing an understanding of respect, resilience and positive relationships through the curriculum and rewards, including PSHE.
- Engaging with CPD training regarding promoting positive relationships.

Learners
It is the responsibility of all learners to follow the Mutual Respect Policy by:
- Contributing to its development through learner voice.
- Creating positive relationships.
- Sharing their views and opinions on mutual respect through pupil voice, assemblies and learning champions.
- Actively engaging in curriculum activities to develop awareness of mutual respect and resilience.
- Accessing support links via the school website.

Visitors to our school
We expect all visitors to our school to follow our Mutual Respect Policy by:
- Consistently modelling expectations and supporting respect reflecting the School’s Respect Charter and Golden Rules.
- Creating positive relationships and consistently maintaining an open culture where learners feel comfortable to approach adults with any concerns.
- Engaging with CPD training regarding promoting positive relationships.
Responsible Action through Working in Partnership with Parents

At Hinguar Primary we recognise the important partnership we have with parents in supporting and promoting respect.

What parents can expect from our school:

- Every effort will be made to ensure that their child learns in a safe and happy environment.
- We will work with each child to achieve the respect aims of our school.
- Their child will be provided with a good education that will motivate them in their learning and encourage them to make positive choices.
- Their child and they will be listened to.
- They will be informed early about any situation that may be affecting their child’s capacity to learn and be affecting their behaviour.

The role of parents in promoting the Mutual Respect Policy:

- Encourage your child to develop attitudes and values on which both school and the wider community are based.
- Encourage your child to work hard, do their best and respect themselves.
- Make sure your child attends school on a daily basis and if there are any concerns contact your child’s class teacher sooner than later.
- Encourage your child to inform an adult if they have any worries or concerns.
- Help your child relate co-operatively with adults and other children.
- Engage with the school as much as possible to develop an understanding of the values, aims and work of the school and participate in opportunities to contribute to these.
- Restrict your child’s access to anti-social images, language, values, attitudes e.g. TV programmes, video, computer games, Internet, Social Networking and/or discuss any exposure to stereotyping, prejudice and bullying.
- Talk to your child about what they have made, read, drawn, written, who they played with, what they enjoyed at school to value their learning experiences.

Monitoring and evaluating the impact of the Respect policy.

The Headteacher will take the lead in monitoring the impact and evaluation of whole school respect in liaison with all staff to:

- Ensure whole school audit strategies are implemented to inform and monitor the whole school respect and attendance improvement plan.
- Review day-to-day implementation of respect policy.
- Set SMART targets for support plans and attendance based on school, local or national data which are rigorously monitored.
- Report to Governors on discipline, behaviour, exclusion and attendance matters.
The Role of the Governing Body
The Governing Body monitors the implementation of the behaviour policy and guidance within the context of the school. This is achieved through:

- Annual review of Respect Policy.
- HT reporting to Main Governing Body Meetings on matters relating to behaviour, discipline, exclusion and attendance.
- Governors regularly visiting the school and monitoring school ethos.
- Designated Governors for Safeguarding.

SLT
It is the responsibility of SLT to implement and monitor the Respect Policy by:
- Monitoring and reviewing the Respect Policy annually or sooner if required.
- Monitoring records of any dis-respect or bullying termly.

Governors
It is the responsibility of the Designated Safeguarding Governor to support the Respect Policy by;
- Reporting monitoring of bullying incidents to the full Governing body.