

Positive Relationships Policy

September 2019



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Articles 31, 29,19,24,12,13,28,17.



Introduction

At Langley Park Primary School we want to ensure that the children are safe and happy. Therefore in addition to teaching them how to read and write, count and solve problems etc. we are also concerned with teaching them how to work and play alongside each other and how to behave towards one another. Children need to be aware of moral issues such as right and wrong, fairness, tolerance and respect. The aim of this school policy is:

- To develop in our children an understanding of their rights and the rights of others. An ethos of 'Rights Respecting' is embedded in all aspects of school life.
- To create conditions for an orderly school community in which effective and positive learning can take place, in which there is mutual respect between all members, and where there is proper concern for the school environment

Both these principles are achieved in the framework of a relaxed, pleasant atmosphere in which everyone is positively encouraged to give of their best, both in the classroom, at break times and during extra-curricular activities.

Our Positive Behaviour Policy is based upon:

RIGHTS RESPECTING –see *RIGHTS RESPECTING* policy and *UNCRC* articles

The Rights:

- We have the right to be safe and feel secure.
- We have the right to learn and fulfill our potential.
- We have the right to be treated with respect.

Our School will-

Help our children to understand their rights and to ensure fairness and consistency in their application.

The Children will-

Learn and demonstrate their understanding of these rights and how they can apply them to themselves and to others.

Parents' and Carers' will-

Support the school in guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes.

Governors will-

Uphold the principles and practice of the Positive Relationships Policy on behalf of all children, parents and carers and staff at our school.

Our policies have been drawn up in consultation with the Rights Respecting Team, School Council and all staff members.

School Code of Conduct

At the beginning of the school year Rights Respecting principles will be reinforced and agreed by all children, staff and parents. This will be supported by Class Charters/Agreements that are drawn up by each class as part of our Circle time sessions and this will be displayed prominently for all to see throughout each class. A copy of individual Class Charters will also be sent home to parents and carers in September every year. An example of a Class Charter is attached.

Guidance for All Staff

Establishing Positive behaviour at our school is a collective task-

- Positive re-enforcement of good behaviour is more effective than negative sanctions.
- Although there are agreed sanctions for children who let themselves down, it is the encouragement of good behaviour which is far more important than sanctions. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in lessons, school assemblies and our Friday celebration assembly. Class circle time, stickers, certificates, and notes home should acknowledge and reinforce positive behaviour, as well as academic achievement.
- Pupils will be chosen as good 'Rights Respectors' and praised in assemblies.
- A well managed, well planned environment decreases potential for challenging behaviours.
- Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised, with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems.
- A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem. Censure should always focus on the behaviour not the child.
- Staff should take time to explain the reasons for children being asked to do

something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.

- Every effort should be made to diffuse potential problems before they arise through discussion, good organisation and consultation. It is important to offer some privacy to these conversations during the school day and respect the emotional well – being of all concerned.
- Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always been dealt with when encountered. It should not normally be necessary to shout. The use of physical punishments will NEVER be supported under any circumstances but a teacher may physically restrain a child to prevent injury to the child, the teacher, pupils and members of our school community.
- The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.
- Staff should consult the Headteacher or the Deputy Headteacher when behaviour causes concern.
- **When resolving disputes between pupils, The Restorative Approach will be used when appropriate. This will be after the facts of a dispute are confirmed and some time has passed so that a pupil has the ability to reflect upon their actions. An RA meeting can be arranged when the harmer will be asked to reflect upon the effect their actions have had on the harmed. All teachers and playleaders carry a prompt card of RA questions to use as part of this process.**

The Role of the Class Teacher

Good behaviour will be encouraged in a well organised and cared for classroom environment and is best promoted when the children are engaged in positive and relevant learning experiences.

Teaching staff should:

- provide good quality teaching in lessons and stimulating and thoughtful curriculum delivery
- set clear expectations for behaviour in class and around school
- maintain a well organised and carefully managed classroom
- avoid raised voices and aggressive body language
- make specific constructive, positive comments
- encourage the children to set their own targets and take ownership of their learning
- establish consistent classroom procedures
- give clear instructions and explanations
- set, and display, clear learning objectives and success criteria
- monitor progress carefully
- mark work regularly and give appropriate feedback
- handle misbehaviour quickly and calmly so that the pace of the lesson is not lost
- listen carefully and react appropriately
- communicate achievements in behaviour and work to parents and carers
- praise and reward when it is merited

Concerns

Concerns regarding behavior will be recorded as 'incidents on CPOMs, members of the SLT and class teachers are alerted to these incidents so that appropriate action can be taken. Lunch time play leaders are responsible for recording incidents on the proforma which can be accessed in the office.

The Role of Mealtime Assistants and Midday Supervisors (Playleaders)

Mealtime Assistants and the Midday Supervisors have an important role in supporting and maintaining good order in the playground at lunchtime and in the dinner hall.

The Midday Supervisors and Rights Respecting Team have established a 'Lunchtime Charter' which reflects our Rights. This is clearly displayed within the dining hall.

Lunchtime Staff should report serious misbehaviour to the Headteacher or Deputy Headteacher. Lunchtime Staff are encouraged to reward children for politeness and positive behaviour with verbal praise, R Tickets and stickers when appropriate. When appropriate they will use RA style questions.

The Role of the Headteacher

The Headteacher will promote:

- self discipline
- proper regard for authority
- good behaviour
- respect for others
- respect for property

The Headteacher will also be responsible for -

- maintaining acceptable standards of behaviour
- regulating the conduct of pupils
- relevant consultations with the local authority
- exclusions from school
- accessing extra support for pupils with behaviour issues in conjunction with the SENDCo where appropriate

The Headteacher should act in accordance with governors' statements and have regard for governors' guidance. To fulfil the principles of the governors the Headteacher should manage staff, foster a sense of community, take the lead in setting aims and standards, encourage collective responsibility, establish clear communication systems and direct overall curriculum planning.

The Role of Parents and Carers

Parents and carers have an important role which will contribute to maintaining positive behaviour in and around our school.

These include ensuring the following:

- regular attendance and punctuality
- providing the correct school uniform
- understanding the school's Rights Respecting ethos
- regular attendance at parents meetings to discuss progress
- that their child is actively encouraged to participate fully in their day to day school work and in the wider life of the school community
- agreement and co-operation in matters of discipline and a willingness to reinforce the school's efforts at home
- keeping in contact with the class teacher so that communication can be open and honest

The Role of the Governors

The governing body has the role of setting down these guidelines for discipline and behaviour, and of reviewing their effectiveness. The Headteacher has the day to day authority to implement this policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will meet, whenever required to do so, with the Curriculum Committee, to discuss matters relating to behaviour and discipline.

At Langley Park Primary School we also recognise that we have a role in respecting parents and carers.

We should provide a warm and welcoming environment for parents and carers. We should respect the difficult role that many parents and carers have. Teachers, governors and support staff should be alert to the difficulties and pressures which can arise from complex family relationships and the impact of unemployment, homelessness, family bereavement, racial tension, and illness. Sometimes family re-organisation may result in children having very disrupted lives, moving between different homes or moving out of areas where they had established friendships. For some children the school may temporarily be their only secure and stable environment. It has been shown that when children are valued, respected, and feel safe and secure at school, this can help to protect them against adversity in circumstances at home or in the community. Our procedures for recording and identifying potentially vulnerable children with problems should be sensitive to the links between their behaviour and their experiences outside school. We will involve other agencies or support services in order to help the child in their social emotional development.

We should take time to communicate our school procedures and explain incidents and actions taken.

Guidance for Positive Playground Behaviour

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
3. School rules and the Rights Respecting ethos should be applied consistently, and children reminded of them regularly.

Our Approach to Rewards

Children normally respond well towards rewards and can generally be encouraged to behave in a way which earns rewards. Rewards do need to be age appropriate and matched to the maturity of the child. All children should benefit from rewards, including children in the mid-range of ability and aptitude. Younger children frequently respond better to short term rewards.

We reward good behaviour in many different ways through:

- A quiet word, smile acknowledgement, thumbs up etc.
- An award for good examples of 'Rights Respecting' behavior.
- Written comments on pupil's work
- Appreciation of children's contributions
- The giving of additional responsibilities
- Stickers in books, on effort charts on jumpers etc.
- Praise in front of class group giving reason for praise
- Golden Time on part of Friday afternoon
- Informal comments, a short note home from teacher to parent informing them of good work, positive attitudes or behaviour etc.
- Achievement Certificates, Star Pupil certificates
- House points given weekly in KS2; smiley faces in KS1
- 'R- Tickets' given to individual pupils who show respectful, sensible and positive attitudes; a prize-draw takes place at the end of each half term as an incentive
- Opportunities for self –evaluation and recognition of achievement
- Certificates for special achievements
- Celebration assemblies
- Circle time discussions
- Comments in Home – School diaries/ behaviour books
- Class Dojo points

Strategies for individual pupils with special needs

Behaviour and social targets can be set. Targets should be understood by the child, parent/carer and teachers. Targets need to be specific and achievable by the child within an agreed time period. Individual charts can be used to promote positive behaviour.

Further support is available through our Special Educational Needs Coordinator (SENCO) and professional partners.

Where a child is presenting persistent significant behavioural difficulties an individual behaviour plan may be written. Relevant staff, agencies and the parents will be involved. The plan will then be communicated to all relevant staff.

How do we manage unacceptable behaviour?

At Langley Park Primary School our priority is to address unacceptable behavioural issues in a consistent way. Decisions should be CONSIDERED, FAIR, REASONABLE and NOT made on impulse Every effort will be made to establish the truth of a situation and a “cooling down” period may be advisable. A traffic light system is in place in every classroom, all pupils start each day on green. A verbal warning will always be given to allow pupils to address their inappropriate behaviour if this does not improve them the pupil will be put on amber. This will result in 1-2 minutes being missed of their break. Progression to red will mean loss of a 10-15 minutes of a break and in extreme circumstances could lead to a pupil missing their lunch break if the teacher or adult feels they will be a risk to themselves or others. Serious incidents will always be reported to the pupils’ parents either via a phone call or a brief discussion face to face.

A number of staff have had Team teach training focussing heavily on the effective de-escalation strategies which can help alleviate a problematic situation.

However, issues do need to be addressed as soon as possible whilst memories are fresh and evidence is available. If possible, discussions should follow lessons rather than impinge on them. Every effort will be made to maintain safety and retain access to learning. Sanctions will be appropriate in terms of frequency and severity and staff members will make their own judgements about the appropriateness of punishments matched to the misbehaviour.

Escalation of Sanctions

In some cases, where a pupil’s behavior has been deemed unacceptable, an internal exclusion may take place. The pupil will be removed from their normal class, and usually their Key Stage, and will spend a day working in a different year group altogether. This is to remove the pupil from the situation for a short period (usually one day) while allowing them some time for reflection. They do not interact with their peers at all throughout the day (e.g. assembly and break times). For pupils in Y6 our Key Stage 3 settings can offer extra support for pupils not coping with the expectations set within our school.

Exclusion of a pupil

Exclusion may be for a fixed term or permanent. It is the Headteacher’s responsibility to decide whether a child should be excluded. Exclusion will only happen in response to a very serious breach of the Schools Code of Conduct or where alternative forms of behaviour management have been shown to have failed. Normally, prior to an exclusion, external support agencies would have been contacted and involved

- Educational Psychologist
- Behaviour Support
- Social Services
- Education Welfare Officer
- School Nurse/ Health Visitor
- Family Doctor
- Police
- Behaviour Support

Damage to Property

Damage to school property, through misbehaviour, whether it be to the fabric of the building or to such items as books, which are defaced or damaged, will be reported to parents, and where appropriate with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying – Guidance to Staff

Bullying is the persistent, wilful and conscious desire to hurt, threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. Individual staff need to be alert to situations that may occur both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying. Pupils are able to confidentially report any concerns they have in relation to bullying, through the use of the school's 'Worry Box'. This is displayed centrally in the assembly hall and is available for all pupils to use. Other appropriate age-related strategies for dealing with different aspects of bullying are explored through a variety of approaches across the school. (For further details please refer to the school's anti-bullying policy)

Racial and Sexual Harassment

These are both forms of bullying. They are a form of violence. Any incident which is deemed to be any form of racial or sexual harassment will be taken very seriously and reported to the Headteacher. Racist incidents must be reported on a County Durham Form and logged with the Local Authority.

Circle Time activities

Circle time allows children to participate as partners in the process of developing an understanding of their own behaviour and learning. This is a crucial part of our whole school curriculum and underpins much of our work in developing positive approaches to rights respecting. Through co-operative activities and discussion, Circle time ensures that each child experience success and can share their ideas fully, When this approach is

followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules include taking turns, allowing participants to pass in a discussion situation and showing respect by listening to all contributions. Circle time is a vital element in resolving conflicts and is an opportunity for teachers, children and staff to 'walk the talk'. The teacher, by participating in the circle becomes part of the group, and in this way a trusting climate is created in which no participants feel threatened. There should be no 'put-downs' allowed. Circle time aims to boost interpersonal skills, strengthen positive relationships and enhance confidence whilst at the same time, allows all involved to have fun together. A regular time should be set-aside for Circle time in class so that it becomes a regular feature of the curriculum. It should aim to be proactive rather than reactive.. It may also take place between set times as the need arises, or as a cross circular teaching and learning tool.

Monitoring

The Headteacher and staff will monitor the effectiveness of this policy and as necessary will report any amendments to the governing body. The school will keep a variety of records of any serious incidents that occur which need intervention and the Headteacher will keep detailed records of any pupil who has been temporarily or permanently excluded. It is the responsibility of the governing body to monitor these procedures and ensure that this policy is administered fairly and consistently

Review

The Rights Respecting Team and Governing Body in partnership with staff, review this policy on an annual basis.

D. Walton
Head Teacher

Implementation Date September 2019

Reviewed 10.09.19 by C.Turner

Review Date March 2020