

BORINGDON PRIMARY SCHOOL

Positive Relationships & Behaviour Policy



**This Policy was adopted and ratified by the Governing Body of
Boringdon Primary School at the meeting held on 20th September
2018**

**Signed..... Dated.....
Chairman of Committee**

**Signed..... Dated.....
Headteacher**

This policy was last reviewed on 20th September 2018

BORINGDON PRIMARY SCHOOL

POSITIVE RELATIONSHIPS AND BEHAVIOUR IN SCHOOL POLICY

This policy provides a framework for the creation of a harmonious, secure and orderly environment in which children can learn and develop as caring and responsible individuals. It aims to promote good relationships throughout the school, creating an atmosphere that will facilitate high quality learning and teaching.

The establishment of an appropriate ethos is an essential pre-requisite for learning. It depends upon trusting relationships and a process of co-operative teamwork. Responding positively to the diversities of children ensuring increased opportunities for participation, is crucial if all children are to be able to take full advantage of all that is to be offered, and if full potential is to be reached.

This policy is for the benefit of all members of the school community, in order that it can be applied consistently and fairly. The school welcomes and encourages the involvement of parents, governors, the L.A. and others in the community.

The areas included are as follows:

BEHAVIOUR
REWARDS AND SANCTIONS
AGGRESSIVE BEHAVIOUR AND BULLYING
PHYSICAL CONTACT WITH CHILDREN
THE USE OF REASONABLE FORCE
CODE OF CONDUCT FOR STAFF

BEHAVIOUR

AIMS

Every child has the right to learn and no child has the right to disrupt the learning of others. Our aims for behaviour are that all children will:

- Be tolerant and understanding with consideration for the rights, views and property of others
- Develop a responsible and co-operative attitude towards work and towards their roles in society
- Achieve their potential in terms of self-esteem and academic achievement, aesthetic appreciation and spiritual awareness
- Take a pride and responsible interest in caring for their environment.

OBJECTIVES

- To develop positive self belief and self esteem in all children
- To develop co-operative and friendly attitudes within the school creating a calm and quiet working environment
- To impose such measures of behaviour management that each child will be encouraged to develop self control and self discipline
- To establish such rules as may be necessary for the safety and well being of all
- To develop positive attitudes towards the learning process and our school.

PRACTICE

All members of the school community contribute towards the aims by:

- Esteeming children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all conduct involving bullying, teasing or any kind of harassment
- Helping to develop strategies to eliminate undesirable behaviour, both within and outside the classroom and applying these consistently
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another.

School staff, in addition to the above, contribute towards the aims by:

- Having high expectations and establishing a positive ethos
- Providing a challenging, stimulating and appropriate curriculum to enable all children to reach the highest standard of personal achievement
- Providing a tidy, well organised and attractive environment within each classroom and throughout the school

- Recognising, being constantly aware of, and meeting the needs of each individual child according to ability and aptitude
- Enabling children to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive and continuous
- Taking quick, firm action to prevent circumstances where one child may be inhibiting another's progress
- Providing opportunities for children to discuss appropriate behaviour and relationships
- Working collaboratively with a shared philosophy and commonality of practice
- Being good role models – punctual, well prepared and well organised, smartly dressed and highly professional in all dealings with children, colleagues, parents, governors and visitors.

Children contribute towards the aims by:

- Being sensible and polite at all times
- Being kind, gentle and good friends
- Always respecting other people's feelings and property
- Being at school on time and wearing school uniform
- Always working and doing their best
- Always taking a pride in their work, their appearance and the school.

Parents contribute towards the aims by:

- Developing their child's sense of responsibility, self discipline and independence
- Ensuring their child attends school regularly, arrives and is collected on time, and is properly equipped
- Making the school aware of any concerns that may affect their child's work or behaviour
- Supporting their child in homework and other opportunities for home learning
- Attending meetings for parents and discussion meetings with regard to their child's progress and welfare
- Contacting the school on the morning of the first day of an absence for their child
- Fully supporting the school's policies and procedures.

REWARDS AND SANCTIONS

REWARDS

Good behaviour, effort, achievement and co-operation are never taken for granted, they are recognised and rewarded appropriately. Praising children contributes to the feeling of being valued and raises self-esteem.

- Praise through verbal and written comments, stars, stickers, reward stamps, smiley faces and house points are used effectively in all aspects of school life. Certificates for gaining thirty smiley faces / house points, achievement in learning multiplication / division facts and reading are all presented to children in assembly
- Children's efforts are also recognised and valued by the others through their names being entered in the Golden Books and read out in assembly.

- Achievement in school activities outside school are valued through those involved informing the school in assembly and praise given
- Recognising effort and achievement by individuals in their leisure activities is also seen as important in creating the ‘feel good’ factor. Children have a weekly opportunity to share their ‘at home’ and ‘out of school’ activities with the school.

SANCTIONS

- The most effective punishment is a reprimand from the class teacher, or from a member of staff who has developed a warm relationship with the child and who has the respect of the child. The child then knows that she/he is out of favour with some-one who valued her/him
- In reprimanding a child, staff are firm (rather than aggressive), criticise the behaviour (rather than the person) and are fair in that the child’s version of events are always listened to before any action is taken
- Punishments are given in the form of sanctions – apologising (verbal or written), missing playtime, repeating unacceptable work, sending work home with a note to parents and other tasks as agreed by the school. Sanctions are applied and supervised by the member of staff responsible for the child at the time of the anti-social behaviour.
- The Headteacher/ SLT member is informed if the behaviour has been extreme, or there have been previous similar behaviours, in order that parents can be informed and the appropriate action taken. A yellow letter may be sent to the parent informing them of the incident that has taken place. (Appendix A)
- In the event of a child having repeated incidences of challenging behaviour or bullying others, for which none of the above sanctions have had an impact, they may be taught in outside the classroom and have 1:1 supervision until their issues are resolved.

Where rewards and sanctions by a member of staff are not effective in improving matters, the situation is referred to the Headteacher.

Action then taken involves some or all of the following, taking into account all associated factors and circumstances: meeting with parents, positive support, home/school card, individual educational plan, supervised sanctions, L.A. behaviour support/educational psychologist referral, exclusion.

AGGRESSIVE BEHAVIOUR AND BULLYING

Please see separate Anti Bullying Policy

PHYSICAL CONTACT WITH CHILDREN

As a general principle, all staff are advised not to make unnecessary physical contact with children. Physical contact which may be misconstrued by a child, parent or other casual observer should be avoided. In situations where a distressed child needs comfort and reassurance, staff should use their discretion to ensure actions are not misinterpreted.

All staff need to be aware of their vulnerability when undertaking one-to-one situations with children. It is recognised that there are occasions when these must

take place. However, wherever possible, one-to-one situations should be in a room with visual access or with the door open, or in a room or area which is likely to be frequented by others. This is also applicable to the administration of first aid.

THE USE OF REASONABLE FORCE

All members of staff have authorisation to use reasonable force to control or restrain children. However, this authorisation is conditional on these guidelines being strictly adhered to. The use of corporal punishment is not authorised.

All incidents when restraint is used must be reported as soon as possible to the Headteacher, who will require full details of the incident and restraint used.

Legislation allows reasonable force to be used in the following circumstances:

- Where a criminal offence is being committed
- Where the children may injure themselves or others
- Where the behaviour is prejudicial to maintaining good order and discipline at the school or among the children
- When the action occurs on the school premises or during an authorised activity off the premises.

There are a wide variety of situations in which reasonable force might be appropriate or necessary, to control or restrain a child. They fall into three broad categories:

- i. Where action is necessary in self-defence or because there is an imminent risk of injury
- ii. Where there is a developing risk of injury, or significant damage to property
- iii. Where a child is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within the first two categories are:

- A child attacks a member of staff or another child
- Children are fighting
- A child is engaged in, or is on the verge of, committing deliberate damage or vandalism to property
- A child is causing, or at risk of causing, injury or damage by rough play, or by misuse of materials or objects
- A child is running eg. on a stairway, in a way which he or she might have or cause an accident likely to injure him / herself or others
- A child attempts to abscond from a class or tries to leave, who would be at risk out of the classroom or school.

Examples of situations that fall in the third category are:

- A child persistently refuses to obey an order to leave a classroom or situation
- A child is behaving in a way that is seriously disrupting a lesson.

There is no legal definition of 'reasonable force' but three criteria are established for guidance:

This policy was last reviewed on 20th September 2018

- If the circumstances of the particular incident warrant it
- The degree of force must be in proportion to the circumstances
- The age, understanding and sex of the child.

Physical intervention can take a number of forms, for example:

- Physically interposing between children
- Standing in the way of a child
- Holding, pushing or pulling
- Leading a child away from an incident by the hand or by gentle pressure on the centre of the back.

In extreme cases, more restrictive holds might be used.

Where it is known or anticipated that a child's behaviour might require physical control or restraint, a specific plan will be drawn up for that child and communicated to all involved (parents, staff, children).

CODE OF CONDUCT FOR STAFF

In fulfilling the obligations of professional practice, staff should behave at all times in such a manner as to demonstrate personal courtesy and integrity, and to enhance the dignity and standards of the school.

Members of staff have a commitment to children, colleagues, parents, governors, the community, the employer, the profession and the promoting of the school.

All staff need to ensure that with children they:

- Remember that the spiritual, moral, intellectual and physical welfare of the children is the prime purpose and the first concern of education
- Behave with compassion and impartiality
- Be sensitive in expressing criticism of children and avoid hurtful comments of a personal nature
- Always pay proper regard to the safety and well-being of children
- Do nothing to abuse, exploit or undermine the staff / child relationship
- Respect the confidentiality of information relating to children unless its disclosure is either required by law, or is in the best interests of the particular child
- Ensure that reports on children are based on factual and objective information.

With colleagues they:

- Exercise the duty of care towards colleagues
- Be aware of the professional needs of others
- Keep in confidence discussions with colleagues concerning professional problems
- Respect the professional standing of colleagues, particularly when making any assessment or observations on their work
- Do not denigrate a colleague in the presence of others
- Exercise maximum frankness and good faith in all matters relating to appointments
- Take care to give references that are fair and truthful.

With parents they:

- Seek to establish a friendly and co-operative relationship
- Ensure parents are made to feel welcome

- Listen carefully and respond in a calm positive manner
- Ensure confidentiality with parents.
- Help parents to understand the importance of their contribution to the child's development and the work of the school
- Ensure only the parent's child is discussed and avoid any discussion on the education or welfare of others
- Do not knowingly distort or misrepresent the facts concerning any aspects of a child's development or the work of the school.

With governors they:

- Seek to establish a friendly and co-operative relationship with members of the Governing Body
- Not knowingly distort or misrepresent any facts concerning the school
- Recognise and support the reasonable discharge of the corporate responsibilities and duties of the governing body.

With the community they:

- Promote a good working relationship with parents, governors and members of the community in order to create a clear understanding by them of the aims and objectives of the school
- Be aware of the involvement of the community in the life of the school and understand its social, economic and ethnic needs and problems.

With the employer they:

- Support the employer in the reasonable discharge of its duties and responsibilities
- Maintain a professional relationship with professional colleagues
- Be aware of the provisions laid down in the employer's regulations and guidance documents
- Ensure that other commitments, for example part-time employment, do not prejudice the capacity to render due service to the employer
- Respect the provisions of the contract with the employer
- Make careful and best use of all resources provided by the employer.

In their commitment to the profession they:

- Dress in a manner that will encourage pride, good standards and a positive professional image
- Adhere to all agreed school policies and guidelines
- Respect collective agreements negotiated by professional association
- Strive to develop professional skills and expertise
- Respect the right of an individual to hold religious or political beliefs and not seek to impose personal opinions in such matters
- Not misrepresent professional qualifications
- Not canvas directly or indirectly in order to secure an appointment
- In situations where the law requires it, make a declaration as to personal or financial interests
- When making public statements in the capacity of a professional educationalist, make clear the qualification to make such statements and the capacity in which the member of staff is speaking
- Not seek to canvas for the purpose of promoting the individual's own advantage

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- Not accept gratuities, gifts or favours that might impair, or appear to impair, professional judgement
- Not emerge in gainful employment outside the terms of contract where employment would adversely affect his / her professional standing with pupils, associates and the community.

PROMOTING AND MARKETING THE SCHOOL:

Members of staff should:

- Be positive about the aims and achievements of the school
- Report results and achievements in an accurate, fair and balanced manner
- Avoid comparisons or statements which denigrate other educational establishments
- Encourage the adoption of a joint policy between neighbouring schools on marketing and recruitment of pupils
- Avoid the practice of giving gifts or commercial incentives to prospective pupils or their parents with the intention of inducing them to enrol
- Take account of the possible damage to pupils in other educational establishments as a result of promotional activities.

Dear Parents,

Your child was sent to a member of the Senior Leadership Team (SLT) in regard to an incident of poor behaviour.

DETAILS OF POOR BEHAVIOUR _____

Boringdon Primary School sets high expectations in regards to the behaviour of the children. We would appreciate it if you would discuss the matter with your child and reinforce the high standards we set.

If you wish to discuss the matter in more detail, please contact the class teacher or a member of the SLT.

Yours sincerely,

Mr J Scales, Miss S Worley, Mrs S Cane, Mrs V Cload, Mrs C Trebilcock

**TO: BORINGDON PRIMARY SCHOOL - MR SCALES, MISS WORLEY,
MRS CANE, MRS CLOAD, MRS TREBILCOCK.**

I have received and read your letter concerning my child's behaviour dated _____

- I have discussed the matter with my child

SIGNED _____ CHILD'S NAME _____

RELATION TO CHILD _____

CLASS _____

DATE _____

