

HEATHCOTE

Primary School

BUILDING POSITIVE RELATIONSHIPS POLICY



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Person responsible for review	Senior Leadership Team
Signed by Chair of Governor	

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1. Policy Statement:

This policy sets out the high expectations of behaviour at Heathcote Primary School. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school's Anti-bullying policy and Peer-on-Peer Abuse policy.

2. Introduction:

It is a primary aim of our school that every member of the school community feels valued, respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Building Positive Relationship policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. We achieve this through the following ways:

- Our on school rule of RESPECT.
- A carefully planned curriculum.
- Effective classroom management.
- Good behaviour is recognised sincerely rather than just rewarded.

- Adult role-modelling.
- A 30-second quick, consistent and non-judgemental script used to reinforce expectations and encourage positive choices (Appendix 2)
- Personalised programmes/support from outside agencies.

3. Aims:

- To promote an environment in which everyone feels happy, safe and secure.
 - To foster the belief that there are no 'bad students' just 'bad choices'.
 - To promote good relationships, so that everyone can work together in an effective and considerate way and have awareness of how our behaviour impacts on ourselves and others.
 - To encourage the partnership between home and school.
 - To foster the emotional well-being of each child, including an ability to appropriately express feelings and emotions.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the community.

4. Roles and Responsibilities:

4.1 Staff Responsibilities:

It is the responsibility of all staff and volunteers to ensure that they are modelling good behaviour, building positive relationships and dealing with incidents around the school.

- All staff in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- To ensure they follow the behaviour policy and use the language and script agreed.
- To treat each child fairly and enforces the classroom code consistently.
- Treat all children in the school with respect and understanding.
- To cater for children's individual learning styles.
- To look for positive behaviour – make a point of “catching” them being good.
- To use positive body language and praise good learning and behaviour.
- To give warnings in a clear and calm way.

(See Appendix 8 – Part of staff responsibilities amended in light of COVID-19 Government Guidance)

4.2 Children's Responsibilities:

Children are expected to follow the school and classroom rules, showing respect for the rights and needs of all children and adults in our school community.

- To follow the one school rule of RESPECT.
- To work to the best of their abilities and allow others to do the same.
- To take care of property and environment in and out of school.
- To co-operate with other children and adult.

The school council and house captains will play an important role in communicating and reviewing aspects of the positive behaviour policy.

(See Appendix 7 – Part of children's responsibilities amended in light of COVID-19 Government Guidance)

Children expect staff to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour.

4.3 Parents' and Carers Responsibilities:

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and at 'Meet the Teacher' events, we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site and on trips, including parents/carers, to model positive behaviour at all times and in particular in their interactions with each other.

If a member of school staff has concerns about a child's behaviour or there has been reasonable consequences used as a result of unacceptable behaviour, then the parents/carers will be contacted and should support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher or Assistant Head teacher, then the Head of School.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggressions to a member of staff by parents/carers of children in the school

will be reported immediately to the Executive Head Teacher and/or Chair of Governors, who will take appropriate action in line with trust policy.

5. Classroom management:

Positive relationships, good classroom organisation and effective teaching methods are the key to good behaviour. The provision of a high quality curriculum through interesting and challenging activities also strongly influences good behaviour. A welcoming and secure classroom environment give clear messages to the children about the extent to which they and their efforts are valued.

Practical strategies to support and reinforce outstanding behaviour:

- Share the 'Positive Behaviour Policy' with the children.
- From the start of the year, develop clear and positive classroom expectations with the children and apply these consistently across the class whilst taking into account individual needs.
- To help learners take control over their feelings and behaviour and be responsible for the consequences of it (each class to have a Colour Monster display to promote and teach this effectively – Appendix 3)
- Refer regularly to these rules in order to reinforce them and to correct inappropriate behaviour.
- Promote an enriched curriculum with opportunities for all abilities and ensuring equal opportunities for all.
- Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. Make a positive effort to find something to reinforce, this will develop the child's repertoire of acceptable behaviour.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours *e.g. rather than saying "Don't talk in the line" try saying "look how well and are lining up quietly"*.
- If a child is disruptive in class, use *"stop it please"* and remind them of our one word school rule of RESPECT.

Principles to apply when managing children's behaviour:

- Keep calm and positive.
- Keep your voice low as much as possible, we are a **no shouting school**.
- Serious or unresolved concerns should be discussed with the Executive Head Teacher, Head of School or a member of the SLT.
- Keep dated notes where there are on-going concerns.
- Informally involve parents at an early stage to make them aware of concerns.
- Blame the act, not the child, *e.g. "You are ok, but what you have done is not"*.
- Be positive in the way you deal with the child.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.
- Be consistent whilst taking into account each child's individual needs.

6. Inclusion:

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents which may involve some time spent in a nurture provision where they can complete their class work in a quieter provision. There may be times when a personalised curriculum is an appropriate way forward, which will be delivered by the child's teacher and teaching assistants. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

7. Fixed term and permanent exclusions:

We do not wish to exclude any child from school however extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Executive Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Executive Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Head Teacher may exclude a child permanently. It is also possible for the Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Head Teacher excludes a child, they must inform the parents or carers as soon as possible giving reasons for the exclusion. At the same time, it must be made clear to the parents or carers that they can appeal against the decision to the Governing Body. The school will inform the parents or carers how to make any such appeal.

The Executive Head Teacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Executive Head Teacher. However, the Governing Body has a discipline committee whose role is to set out in strict guidelines whenever a child is excluded from school.

8. Peer-on-Peer Abuse

(To be read in line with our Peer-on-Peer Abuse policy)

The school actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by educating all governors, staff, pupils and parents about this issues, including how to prevent, identify and respond to it. It is important that all concerns and allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly following the school's policy. Any concerns should be taken to a member of the DSL who will follow procedures ensuring the safety of the child/ all children affected.

9. Recording, monitoring and evaluating behaviour

Significant misbehaviour in school will be recorded and reported to SLT in the first instance. Pupils are also required to complete a 'Child's Statement' to build part of the picture of evidence (Appendix 1). Members of staff should record minor classroom incidents on CPoms and assigned to a member of the SLT. Progress towards individual targets will be recorded on individual behaviour/ education plans. The SLT will monitor behaviour and evaluate the impact of this policy through the records listed above, through formal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

10. Searching and Confiscation

See Appendix 6 Searching and Confiscation.

Appendix 1

Behaviour Incident Log

Child's Statement

My name: _____ Date: _____

Child completes:

Everything written must be true

Who was involved?

Where did the incident take place?

When did the incident take place? (playtime, lunchtime, before/after school)

What happened in the incident?

Who do you think was to blame?

What will you do tomorrow that will be different?

(Pupil to complete with SLT)

Cc: Behaviour Incident Log in Head Teacher's Office

Appendix 2



30-Second Script

'I noticed you are'... (wandering around the classroom, talking when the teacher has asked you to be quiet)


'You are not showing our school rule RESPECT'


'You have chosen to'... (complete this work at the start of break time)


'Do you remember when you'... (finished all your writing/ set an excellent example to the class...)


'That is who I need to see today. Thank you for'... (listening)


Appendix 3

Today I am feeling...	
	positive
	cheerful
	happy


Today I am feeling...	
	bothered
	annoyed
	frustrated

Today I am feeling...	
	rested
	relaxed
	cool
	peaceful
	calm

Today I am feeling...	
	worried
	nervous
	fearful
	scared
	terrified

Today I am feeling...	
	muddled
	confused
	distracted
	mixed up
	puzzled

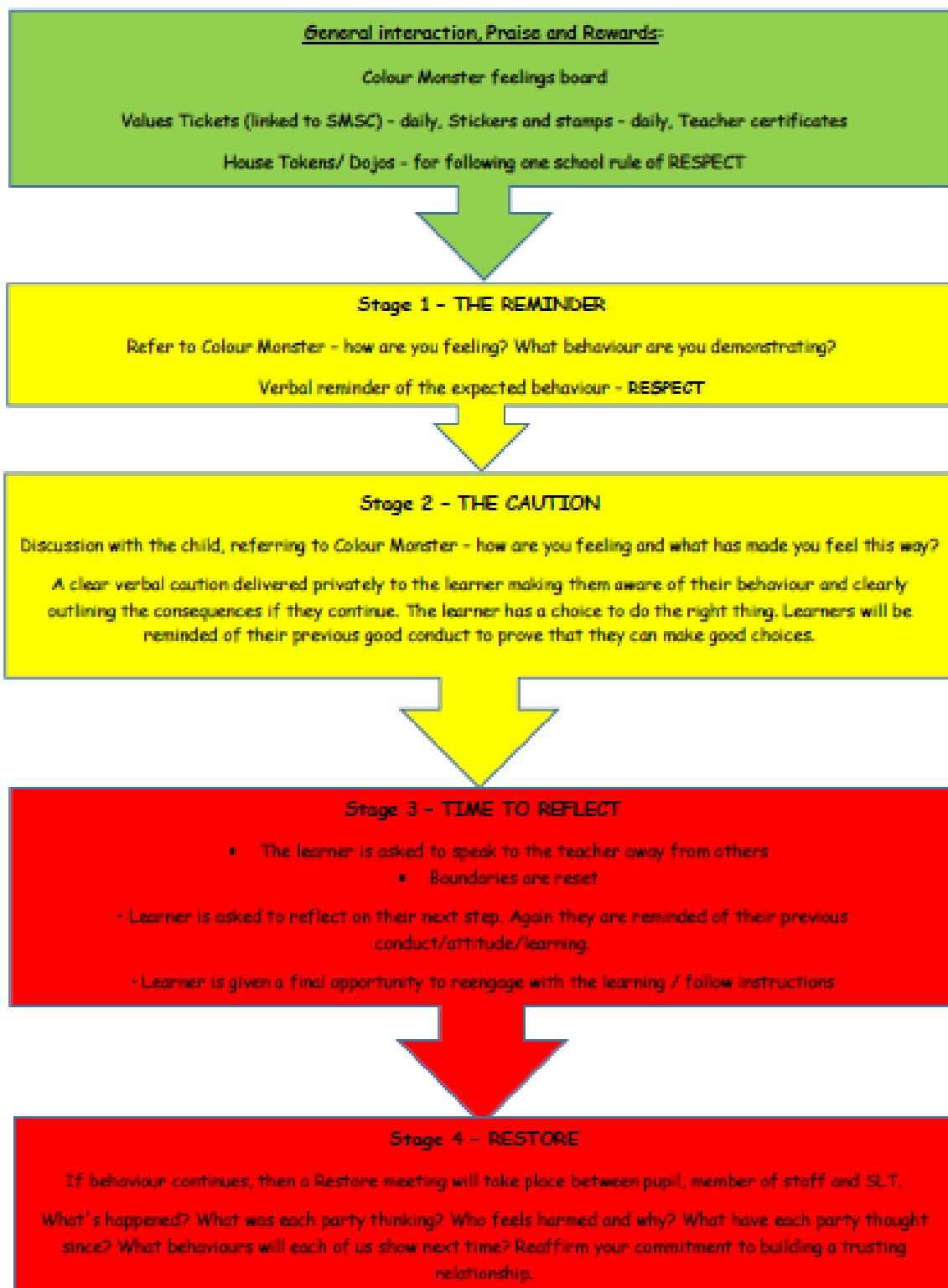
Today I am feeling...	
	unhappy
	sad
	gloomy
	miserable
	upset

Today I am feeling...	
	appreciated
	friendly
	caring
	respectful
	loving

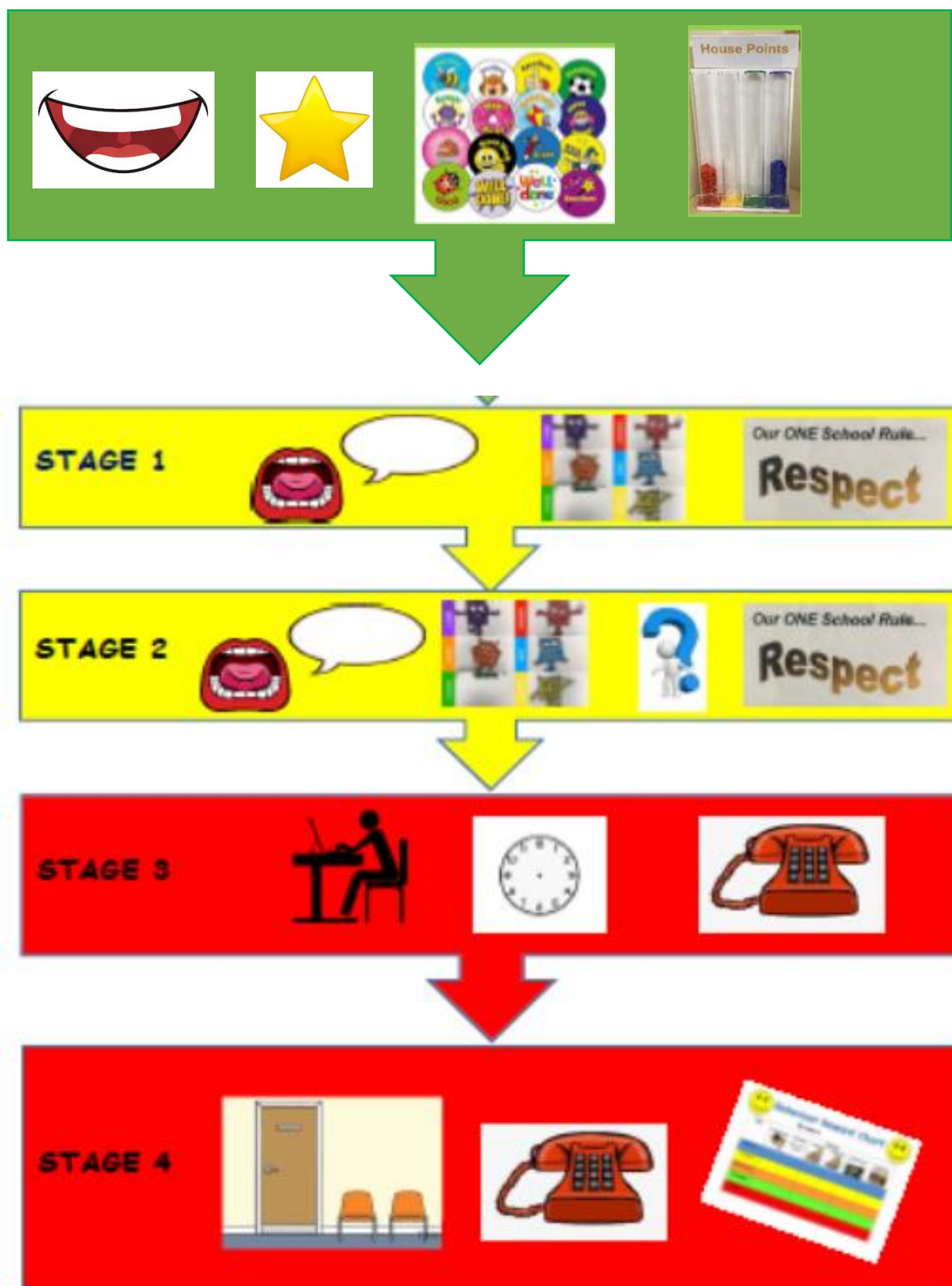
Appendix 4



Heathcote Primary School Behaviour Flow Chart



Heathcote Primary School Behaviour Flow Chart



Appendix 6

Searching and Confiscation

1. The Head Teacher and Assistant Head Teacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
2. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

In line with DFE guidance - January 2018

School staff can search pupils with their consent for any item.

The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Prohibited Items in School Are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If mobile phones are brought to school, children are not to hold these during the day. They should be given to staff with a covering letter from parents as to why the pupils have the devices until there is a change in the school's ICT policy.

Electronic games are not allowed to be brought to school including at the end of term when the children may be invited to bring in games to play. Any electronic games will be confiscated.

Searching without consent.

What the law says:

What can be searched for?

a. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

b. Yes, if you are the Head Teacher or Deputy head teacher. But:

c. you must be the same sex as the pupil being searched; and

d. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

e. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

Reasonable force may be used by the person conducting the search.

After the search

The power to seize and confiscate items – general What the law allows:

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a ‘without consent’ search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they must retain it for return to the parent.
- Where they find controlled drugs, these must be delivered to the police as soon as possible.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- a. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
- b. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
- c. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Appendix 7

In light of the need for children to behave differently when they return to school, and new systems put in place to support that, there are the following changes to the school positive behaviour policy:

Children will need to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on which pupils they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- respect these boundaries at all times and use only their own designated areas.
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where children may or may not play
- follow new rules for use of toilets (1 child at any one time)
- follow the school's clear rules about coughing or spitting at or towards any other person
- follow the school's clear rules for pupils at home about conduct in relation to remote education (acceptable user agreement). Inappropriate communication may receive a warning or in extreme cases a ban from the site. Online bullying will not be tolerated and will be dealt with in line with our Anti Bullying and Behaviour Policies.
- follow the rewards and sanction system where appropriate

Appendix 8

In light of the need for staff to behave differently when they return to school, and new systems put in place to support that, there are the following changes to the school positive behaviour policy:

Staff:

- Do not come to work if they have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
- To clean their hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- To use the 'catch it, bin it, kill it' approach.
- To avoid touching their mouth, nose and eyes.
- To clean frequently touched surfaces often using standard products, such as detergents and bleach.
- To think about ways to modify their teaching approach to keep a distance from children in their class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- To consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
- To help their class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
- To prevent their class from sharing equipment and resources (like stationery).
- To keep their classroom door and windows open if possible for air flow.
- To limit the number of children from their class using the toilet at any one time (1 at a time).
- To limit contact with other staff members, and not to congregate in shared spaces, especially if they are small rooms (max of 4 people in the staff room at any one time)
- To make sure they have read the school's updated behaviour policy and know what role it is that they are being asked to take.