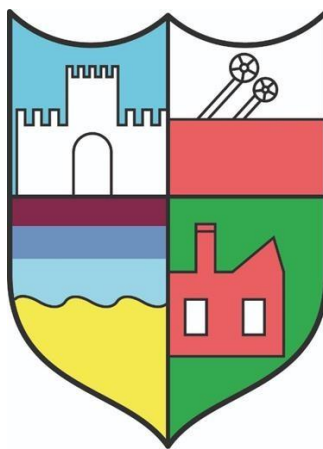


Ellington Primary School



Positive Relationships Policy

RATIONALE

Ellington Primary is an inclusive school that meets the needs of a range of children-this includes those with complex family backgrounds as well as those with a range of special needs. At Ellington, we aim to be a school where children can feel safe as well as learn, be confident and happy. Some children need help to manage, understand and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour in a solution focused response. At Ellington we have based our policy on an overwhelmingly positive approach towards managing behaviour. The policy is based on incentives, praise and clear rules. The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

The positive behaviour policy operates in conjunction with the following policies:

- Anti-Bullying
- Child Protection
- Safeguarding
- Care and Control
- Health and Safety
- Exclusions
- Teaching and Learning
- SEN and Inclusion
- Anti-racism
- Child on Child Abuse

Aims

Our school aims to:

- Provide a safe environment where learning is enjoyable.
- Offer an engaging and challenging curriculum
- Promote healthy, positive relationships with others in school and the community
- Help each individual to discover and develop new skills.
- Provide challenge and support to achieve high standards
- Encourage and support children to become well rounded, self- disciplined, respectful, moral and caring.
- Develop the mental wellbeing of pupils

At Ellington our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. These rewards are aimed to motivate and help children to make the right choices.

The following roles and responsibilities will be implemented in support of the positive behaviour policy:

The Head teacher will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout School
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Liaise closely with the wellbeing lead
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children and staff
- Praise and encourage positive behaviour with rewards and dedicated assemblies

Staff will:

- Provide a well- balanced and creative curriculum
- Support children when dealing with their emotions and feelings using a restorative approach and elements of PSHE
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children
- Follow the behaviour policy consistently and report challenging behaviour following the correct procedure, recording incidents on CPOMS

Children will:

- Foster social relationships in the school community of mutual engagement
- Be responsible for own actions and their impact on others
- Respect other people, their views and feelings
- Empathise with the feelings of others
- Be fair
- Be Willing to be reflective to change behaviours
- Follow the school rules
- Learn to work cooperatively

At Ellington we will use a restorative approach to deal with challenging behaviour which will focus on repairing harm done to relationships and people at the centre of the focus. All children will be supported to explore incidents and reflect on responses to ensure the preservation of positive relationships.

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

Key Points

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school.
- Teachers can confiscate pupils' property.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE - use of reasonable force July 2013)

(Taken from the DFE guidance - behaviour and discipline)

Confiscation of inappropriate items

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

3. Weapons and knives and extreme or child pornography must always be handed over to the police.

Pupils conduct outside the school gates

What the law allows:

At Ellington Primary, we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day - e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school or

- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

Use of reasonable force

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child, the **positive handling policy** will be adhered to. Following the use of physical intervention, there will be a restorative discussion with any staff and pupils, parent/carers will also be invited to participate.

Malicious Allegations

At Ellington Primary allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidential and every effort will be maintained to guard off any publicly while the allegation is investigated. Suspension would not be an automatic response to an allegation.

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this, alongside the wellbeing team. Teachers will be responsible for reporting any early warning signs for behaviour and safety to the Deputy Head and wellbeing lead, so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. Wellbeing leader and the Deputy Head will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment.

The Head teacher will share positive stories about best and improving behaviours. He will work in an open and honest way with parents in order to achieve the aims of this policy.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

School Ethos

Positive behaviour is consistently reinforced. The school uses a restorative approach, linking in with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve.

School Rules

The school rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

- Be Ready
- Be Respectful
- Be Kind

Recognising positive behaviour:

We have "whole school" incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives include:-



- Head teacher's award - one or two children are awarded with a head teacher's award in our celebration assembly. These children have been awarded for going above and beyond.
- Star of the week - This is one chosen child from each class who has displayed excellent behaviour/attendance or attitude to learning. Each child will receive a certificate in the celebration assembly and a reward from the Head teacher.
- Writer of the week - A child who has really stood out in class with their writing.
- Reader of the week - A stand out reader from each class will be chosen to receive a certificate.

- Mathematician of the week - A pupil who has excelled in maths, be it through hard work, attainment of both.
- Sports Star of the week - A pupil who has shone in PE.
- Dojo points - Each child can earn dojo points for any of the following:
 - Good behaviour
 - Following school rules
 - Good manners
 - Being helpful
 - Showing kindness to others
 - Changing their behaviour
 - Supporting others in their team

Dojo points can be collected and used to earn prizes at the end of each term.

Table Points

Table points are awarded for organisation, collaboration, listening, contributing and following instructions. The purpose of the table points is to ensure that all children are fully focused on their learning and achieving the very best they can.

	<h2>Ellington Primary School</h2> <h3>Table Points</h3>	
Organisation		
Collaboration		
Listening		
Contributing		
Following instructions		
Team name:		

School Values

Our Values are the attributes that underpin our vision:

Honesty – being fair and truthful at all times.

Respect – for yourself, your family and your community.

Pride – in everything you do; to aspire to be the best version you.

Resilience – recovering from difficulties, attempting things that will be hard and challenging.

Teamwork – working successfully with others.

Happiness – enjoying school and embracing life.

Each half term of the year, we will have a whole school focus on one value. Our school values will be embedded in everything we do in school. Two children from each class will be chosen each half term who have truly displayed this value. Parent/carers will be invited into school to celebrate this achievement and the children will be given special badges as rewards.

Sanctions

We recognise that, at times, behaviour sanctions may be necessary. The following sanctions have been developed by the senior leadership team in school. These sanctions are clear and used by all staff in school, when appropriate.

Warning – a warning will be issued with a reminder of the school rules.

Level 1 – the child will be moved to work alone within the classroom.

Level 2 – the child will lose their playtime and stay in the classroom to complete work.

Level 3 – the child will be removed from the class and taken to a phase lead by the TA. (R to Miss Gray, Year 1/2 to Mrs Sanders, Year 3/4 to Miss Gray, Year 5/6 to Mr McConville) They will remain with that teacher. The class teacher must give the child work to complete. A Class Dojo message will be sent to parent/carers.

Level 4 – the child will miss their next playtime (break or lunch) and go to 'time out' in the studio with Mr Hodgson or a member of SLT. If this is lunch time, they will eat their lunch in the studio. The class teacher will make a phone call home.

Level 5 – if a serious incident occurs, the child will immediately go to Mr Hodgson.

A serious incident could be putting themselves or another person in danger, racism, homophobia, causing serious harm to themselves or another person. The class teacher or Mr Hodgson will make a phone call home.

Level 6 - if Level 4 is reached three times in a half term, the child will be given a report card. The report card will be signed after every lesson and break time. This will go between home and school, and be checked daily by Mr Hodgson.