

# Positive Relationships Policy

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### Aims

This policy aims to:

- Provide a consistent approach to behaviour management and a safe environment to learn
- Promote good behaviour, self-discipline and respectful relationships
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave, including adjustments to routines following return to school 2020.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primaryschools#annex-a-behaviour-principles](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

DfE guidance explaining that in light of the need for children to behave differently when they return to school, new systems should be put in place to support that.

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



### Introduction

At Langley Park Primary School we want to ensure all 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 fulfil 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 class sessions and this will be displayed prominently for all to see throughout each class.

### **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. 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.

- 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.
- 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
- The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.
- Staff should consult the Headteacher or SLT when behaviour causes concern.

### **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:**

- 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
- give appropriate feedback to work
- 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 behaviour 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.

## **The Role of Lunchtime staff**

Lunchtime staff have an important role in supporting and maintaining good order in the playground at lunchtime and in the dinner 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
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- 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 will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **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:

- Expect that their child will be treated fairly and consistently and that any concerns will be listened to and dealt with promptly.
- They have the responsibility to encourage their child/ren to behave their best and follow the school rules, making sure they allow others to make the most of their learning too and respect the rules which keep each other safe in school

- Inform school of any changes in circumstances that may affect their child's behaviour
- Arrange for telephone appointment to discuss any concerns. Please note that parents are not permitted to access school site without agreement and must follow social distancing guidelines whenever on school site.
- We also expect that parents model appropriate behaviour in and around school and behave respectfully towards all children and adults, including staff
- Follow school revised entry and exit arrangements, following social distancing of 2m+

### **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.

### **Guidance for Positive Playground and Lunchtime Behaviour**

All pupils have the right to be safe and are expected to respect the rights of others in play. In order to respect the rights of others, we expect children to behave in the following ways at play times:

- Always listen and do as you are asked by adults in our school
- Stay in the agreed play space with your group
- Keep hands and feet to yourself
- Be kind to others and have fun safely
- Follow the rules for the play equipment to keep yourself and others safe
- Help to keep our school grounds tidy and safe. Remember to keep resources in the appropriate areas.
- Stop playing when the whistle is blown and walk quietly into your class, respecting social distance.

### **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 midrange 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' behaviour.
- Written/verbal comments on or about pupil's work
- Stickers in books, on effort charts on jumpers etc.
- Praise in front of class group giving reason for praise
- 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
- '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
- Certificates for special achievements
  - 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. Agreed rewards can be tailored to the individual such as : cubes in the jar, extra stickers etc.

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?**

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 off their break or time out for this period of time.

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 at a social distance. They will also be recorded on CPOMs. If a serious incident happens then a child may move straight to red without being on amber first.

Inappropriate behaviour could include:

- Disruption in lessons
- Refusing to follow instructions
- Back answering or interrupting staff
- Deliberately running in corridors
- Purposefully breaking school stationery or equipment

Straight to amber – if persists - red

More serious incidents of inappropriate behaviour could include:

- Swearing
- Physical aggression/fighting including play fighting/rough play which carries on after being asked to stop
- Racist, homophobic or discriminatory behaviour
- Deliberate vandalism
- Bullying
- Possession of prohibited items (mobile phones deliberately not handed in, harmful objects, stolen items).
- Extreme disrespect to staff

Straight to red

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

### **Exclusion of a pupil**

If an external exclusion is considered appropriate, the school will issue a letter explaining clearly the responsibility of the parents to keep their child out of public places during the period of the exclusion. Work will always be provided for the length of the exclusion, which may take the form of online materials. It is expected that this should be evidenced as completed to an acceptable standard. Parents are also expected to have a telephone consultation with the pupil and Headteacher/Deputy Headteacher prior to return to school.

### **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. 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.

### **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 2020

Review Date October 2021

### Special arrangements due to COVID-19:

Due to current exceptional circumstances, a number of additional safeguards have been put in place and children are expected to follow the guidance.

#### Entry and exit procedures

There will be different entry and exit points with staggered times for dropping off and picking up children.

Where possible they must maintain social distance of 2metres+ whilst awaiting transition into and from school.

Children must follow staff directions about waiting and understanding of desired social distancing.

Where children are unable to understand the concept, further support will be given to encourage safe transition into school. We will talk to parents about how they can support their child's understanding of routines. Social stories or other methods may be introduced to support understanding and we expect parents to work with their child and their child's class teacher to ensure that their child and others can be as safe as possible.

#### Handwashing and sanitising procedures

Children will be asked to wash hands for 20 secs+ or use the hand sanitising dispensers on entry to the building and will complete regular handwashing routines throughout the day, including prior to and following eating.

Teachers will specifically teach the importance of handwashing and hand sanitising. Clear reminders, including visual reminders, will be given by adults through the day. All children and staff are expected to perform these to the satisfaction of adult staff.

Where children are unable to understand the concept, we will talk to parents about how they can support their child's understanding of routines. Social stories or other methods may be introduced to support understanding.

#### Groupings and zones

Children must remain in their allotted space or 'zone' for learning and may only access agreed zones at lunch and break times. During lunch and playtimes, children may only socialise with other children in their own year group.

Children should listen carefully to adult instructions to keep themselves and others safe. Where children do not follow adult instructions, the adults will use behaviour sanctions. Where children do not have the capacity to understand the instruction, separate arrangements may be made which will be agreed with the parents to ensure safety of children and staff.

### Toilets

Staff will monitor use of bathrooms to limit numbers of children in bathrooms and promote distancing, school has planned for different year groups to use different toilets. Where this has not been possible children should socially distance and school will ensure the toilets are cleaned more frequently throughout the day. Children will be asked to ensure that they wash their hands for 20secs+ following use.

### Movement around school

Some children will have restricted use of corridors. Where this is the case, they are asked to walk on the left side of the corridor in single file. Children are encouraged to maintain social distancing of 2m+ by the use of marker lines applied to the floor. Staff will monitor use of corridors and will reinforce expectations for use of this area. Children should walk and limit corridor use.

Each group will be directed on access and entry expectations and staff will accompany children on entering and exiting the building (e.g. for breaks, lunchtimes, entry and exit of school.)

At the end of breaks and lunchtimes, children will be encouraged to maintain social distancing when leaving play areas and returning to group learning rooms.

### Expectations for health hygiene

All children are taught about the importance of good health hygiene routines when coughing or sneezing. All classes have a supply of tissues; bins to dispose tissues in and hand sanitiser. Children are taught to 'catch it, bin it, kill it' and are taught the importance of avoiding touching their mouth, nose and eyes with hands. Reminders will be given where appropriate.

Children should tell an adult if they are experiencing symptoms of coronavirus and parents should reinforce this expectation.

Children must not deliberately cough or spit at or towards any other person. Staff will explain why that presents a danger to others and where a child is deliberately coughing or spitting at others, 'time out' will be given and parents will be informed.

### Equipment and resources

Children must not bring anything into school apart from their own named water bottle or packed lunch box (if required), which should be taken home each day and washed carefully.

School will avoid sharing resources between children and between school and home.

Children should avoid sharing equipment and resources and will be given personal resources which they should keep in an agreed place in their classroom. They are responsible for looking after this equipment so that they have the equipment they need for their learning.

Where resources are shared they must be cleaned by an adult before and after use, using cleaning materials provided by school.

Children will be taught the reasons behind these measures and encouraged to take responsibility to keep themselves and others safe. Staff will supervise to ensure that the children are kept as safe as possible. Ongoing teaching will reinforce the rationale behind good health hygiene and practice during COVID.

Where children are unable to understand the reason behind such measures, further individualised training will be provided and an individual risk assessment will be carried out. If children are unwilling to follow COVID rules, they may have

We seek parental support where children are not following these measures to ensure children receive clear messages about the significance and impact of their actions.

We recognise that transition back to school may be difficult or very difficult for some children, especially those with additional needs or SEND. Children may show emotional stress in many ways. Children may show this by:

- displaying emotional signs (for example, they may be upset, distressed, anxious, angry or agitated)
- displaying behavioural signs (for example, they may become more clingy or more withdrawn, or they may wet the bed)
- or physical (for example, they may experience stomach aches).

Staff have training on ways that children display stress and look out for any changes in their behaviour. Children and young people who communicate differently to their peers may need additional support to interpret their feelings. Staff work closely to identify those children requiring extra help.

We aim to support children to feel safe and secure in new routines using good listening, nurturing techniques, clear communication, positive reinforcement and clear expectations whilst maintaining strong links with parents and carers. If a child is struggling with school demands due to changes in environment, adults and routines, we aim to work closely with families to plan how to support the child, their learning and their emotional wellbeing.

#### Use of reasonable force (physical restraint)

School staff have the legal power to use reasonable force in certain situations. A range of deescalation strategies will always be used beforehand wherever possible. A number of our staff team also have training in Team Teach techniques (ref: safe handling policy) where they have been specifically trained in strategies employing minimal force to keep the child/other children safe. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others or threat of harm to others
- Damaging property

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. As the circumstances requiring physical restraint are often spontaneous and unpredictable, we cannot guarantee that staff will wear PPE when completing physical restraints. Staff have to use their professional judgment when intervention needs to be immediate in order to keep the child, other pupils and staff safe. If staff have been unable to wear PPE, parents will be informed and health hygiene measures such as hand washing and hand sanitising will be carried out as quickly as possible following the incident (for both pupil and staff member.)

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### Confiscation

Staff will confiscate any item which is harmful or detrimental to school discipline. These items will normally be returned to pupils at the end of the day after discussion with the class teacher. In some circumstances, this may be discussed with parents and parents may be requested to collect the item.

### Equal Opportunities and Support to Pupils

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition:

To ensure a smooth transition to the next year, staff members discuss the needs of individual pupils. Pupils also spend time in their new classroom with their new teacher. This will be reviewed in view of guidance on an ongoing basis.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and the Curriculum Committee at least every 2 years. At each review, the policy will be approved by the headteacher and the governing body.

### Key points to note:

- Teachers have 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 Inspectors Act 2006)
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants and lunchtime staff.
- 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 school when it impacts on the school ethos or is reported to school. This should always be shared with the child's parents or carers.
- Teachers can confiscate pupils' property (however this will be returned upon collection by a parent/carer whenever possible).

