

Thorn Primary School

Positive Behaviour & Relationships Policy



Aims

- We aim to create a welcoming, caring environment where relationships are based on respect and to develop a positive self-esteem in each child where they feel safe and are able to self-regulate their behaviour
- We are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the child and to their happiness and well-being.
- Through the school's curriculum we teach values and attitudes as well as knowledge and skills.
- Be clear firm and consistent when addressing behaviour and relationship issues
- Make clear to the children the difference between minor and more serious mis-behaviour

The purpose of our policy is:

To define the expectations of pupil behaviour and management and outline the strategies and systems which are necessary to support these expectations.

Principles and beliefs

Our policy is based on our ethos and incorporates the following principles:

1. The majority of children at Thorn Primary School behave very well every day.
2. Pupils who struggle with their behaviour can learn to self-regulate with support from others following the emotion coaching model.
3. Improving the behaviour and relationships of all children is the responsibility of everyone in the school community working as a team.
4. Everyone must take responsibility for their own actions and behaviours.
5. Empathy and respect for others are crucial for healthy relationships (and these must be taught and encouraged.)
6. All behaviour is communication and we must try to understand what is being communicated.
7. Children must be encouraged to make the right choice in every situation and every strategy explored to enable them to self-regulate their own behaviour.

Context

This policy links to other policy documents

- Attendance Policy
- Equality policy
- Health and Safety
- Home School Agreement
- Safeguarding & CP Policy
- SEND
- Teaching and Learning Policy

Responsibilities

All members of the school community are expected to conduct themselves in a manner that promotes a safe, secure, pleasant and positive learning environment, reflects the aims of the school and leads to all members of the school community being treated with respect and being supported to achieve their potential. As part of the school induction process parents are made aware of the expectations, with a focus on good behaviour, attendance and working in partnership with the school to positively impact on the outcomes for our children.

What is emotion coaching?

In dealing with incidents of difficult behaviour, all staff endeavour to follow the emotion coaching model.

- Teaching the child about their emotions ‘in the moment’
- Supporting the development of strategies to deal with their emotions
- Recognising that all emotions are normal and valid
- Encouraging the children to offer solutions or ways forward including appropriate sanctions
- Begin to reflect and self-regulate their behaviours taking responsibility for their actions

Code of Conduct

“We aim to educate our children to become effective members of society.”

Whilst at Thorn Primary School we:

- **Always try our best.**
- **Treat each other with respect.**
- **Look after our school environment.**
- **Look after each other and show that we care.**

Children are taught what unacceptable behaviour is and are made aware of the consequences of breaking the code of conduct.

Acceptable	Unacceptable
Try hard to do their best	Lack of respect
Be kind and speak politely to everyone in the school community	Violence
Respect other people, their possessions and school property	Verbal abuse
Be helpful	Threatening behaviour including bullying
Ask for help or tell an adult if they are unhappy	Discrimination
Accept responsibility for the things they do	Deliberate vandalism of school and others property

Classroom Management

The most effective incentives to good work and behaviour are based around firm, fair, friendly and consistent relationships between all staff and children and ensuring the needs of all the children are met. The aim is always to promote and encourage acceptable behaviour by the adult modelling positive behaviour. Children should always be supported in a calm and respectful manner ensuring minimum disruption to the school and to the other children.

- Lessons are structured to engage pupils and ensure that behaviour is appropriate to enable optimum learning to take place for all pupils
- All staff to ensure a high level of behaviour is exhibited by children at all times including movement around school, break-times and lunch times
- PSHE and RHE is an integral part of the whole school curriculum and support is provided for specific children through a mentoring approach

Celebration of Positive Behaviour and Healthy Relationships

At Thorn School we encourage and support our pupils to behave appropriately

- Staff have consistently high expectations of behaviour and act as positive role models
- Positive reinforcement of good behaviour
- Using positive comments about work in exercise books
- Celebration of effort and achievement
- Using appropriate classroom and school rewards, e.g. stickers, star charts, certificates, etc.
- Golden Book
- Star Pupil
- You've Been Spotted
- Choice of activity
- Contact with parent/carer e.g. certificate/verbal

How we manage inappropriate behaviour

- Step 1: Staff Issue a verbal warning
- Step 2: Verbal warning repeated and the child is informed of the possible consequence
- Step 3: Consequence is carried out
- Step 4: Send to another teacher with work until the end of the session
- Step 5: Make contact with parents at the end of day
- Step 6: If a pupil accrues 3 incidents in quick succession, refer to the Senior Leadership Team and record on CPOMs

More serious incidents

If a more serious problem occurs the Head-teacher will be informed immediately and an incident report completed on CPOMs. Persistent mis-behaviour will be dealt with in the following ways:

- A home school contract – Working with parents to produce a programme to encourage improvements in behaviour
- Pupils who display continuous disruptive behavior may be considered for multi-agency assessment such as the educational psychologist or the Inclusion Hub.
- In extreme cases the head may decide that a child must be restrained using Team Teach strategies. If physical intervention is required then a 'Positive Handling' record should be completed as soon as possible.
- If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. Staff will endeavour to monitor a child who has left the building from a safe distance wherever possible. The Head teacher should be informed immediately and lessons returned to normal as quickly as possible. Parents will be informed.
- A period of suspension may be necessary (these are always carried out in line with Lancashire Policy and will be reported to the governing body.) A CPOMs entry will be completed.

Sanctions for Extreme or Exceptional Circumstances:

- Internal isolation
- Suspension (Fixed term exclusion)
- Permanent exclusion
- Police may be called if there is a serious assault caused or a continued threat to staff and pupils that cannot be managed by the staff

Exclusion of pupils:

Exclusion is a serious sanction and is only administered by the Headteacher (in consultation with the Senior Leadership Team, Class teacher and other staff members as appropriate). Exclusion, whether fixed term or permanent, is never an ideal situation but may be necessary to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.

The decision to exclude a pupil will be taken in the following circumstances:-

- a) In response to a serious breach of the School's Behaviour Policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is a sanction which may be considered for any of the following (when in-school systems have been exhausted):-

- Continuing or escalating verbal abuse to staff and others (including other pupils)
- Physical abuse of staff or other pupils
- Indecent behaviour
- Damage to property
- Serious actual or threatened violence against another pupil or member of staff
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Exclusion procedure:-

- Most exclusions are of a fixed term nature and are of short duration (usually between 1 and 3 days).
- Should a fixed period exclusion be more than five consecutive days, **Schools** are under a duty to provide suitable full-time education for an excluded **pupil** from the sixth school day
- It is expected that whilst a child is on a fixed-term exclusion, plans will be discussed about successful re-integration.
- The Headteacher is not allowed to exclude a pupil for a fixed period exceeding 45 school days in any one year.
- Governors review all permanent exclusions and fixed term exclusions that are over 15 days. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.
- Following exclusions parents are contacted immediately where possible. A letter will be sent by post or given to the parents at the meeting after school giving details of the exclusion and the date the exclusion ends. Parents can make representations to the Governing Body and the LEA.
- A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate. This may involve a Support Plan.
- During the fixed term exclusion the pupil is not allowed on the school premises and daytime supervision is the responsibility of the parents.
- School will endeavour to set and mark work for the child to complete at home during the first five days of any exclusion (although there is no legal duty to do so).

Conduct outside the School Gates

- Thorn Primary School acknowledges its responsibility to our pupils outside school and those who are not behaving appropriately. However it is not the sole responsibility of the school and parents/ carers must take responsibility for their child's behaviour. If staff or parents report an incident of non-criminal poor behaviour or bullying to school, an appropriate member of staff will thoroughly investigate and a consequence will be applied, if necessary. We will ensure that we tackle and deal with any incidents of bullying, cyber bullying, and teach pupils e-safety.
- All children are expected to behave to the same high standards that are evident in school and as such any reported behavior that impacts on school and community relationships will be dealt with
- The school may discipline for any misbehaviour when the pupil is: - taking part in any school organised or school related activity, travelling to or from school, wearing the school uniform or in some other way identifiable as a pupil from the school

Preventing Bullying

Bullying is persistent actions to hurt others and can be verbal, mental, physical or on-line. At Thorn Primary School we are keen to prevent bullying and gather information about possible issues between pupils that might provoke conflict. To prevent bullying occurring, the school actively talks to children in lessons, through events or projects, PSHE sessions and assemblies. The school community are pro-active in identifying early signs of bullying and children are encouraged to speak to a teacher, parent or friend. All incidents are treated seriously and the appropriate action taken to deal with the Bully and help the victim.

The school endeavours to promote an ethos which promotes respect for the individual. Adults within the school set an example by practising basic good manners and encouraging the children to do the same. All members of the school community are vigilant to unacceptable bullying behaviours.

Thorn Primary School is committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What is Bullying

Bullying is not the same thing as a disagreement between two people. Bullying is defined as deliberate and hurtful behaviour, that is systematic and on-going over a period of time and where the person who is being bullied finds it difficult to defend themselves. Bullying presents itself in many guises.

Bullying can be:

VERBAL - name calling, personal comments, racial abuse

PHYSICAL – hitting, kicking, theft

INDIRECT - spreading rumours, excluding someone from social groups

Encouraging other people to engage in any of these types of behaviour is also bullying.

Anti-Bullying Code

Bullying will not be tolerated in Thorn Primary School. It is not an acceptable part of growing up. Every pupil has the right to enjoy learning and leisure free from intimidation. Pupils should support each other by reporting all instances of Bullying.

BULLYING IS TOO IMPORTANT NOT TO REPORT

Reports of bullying will be taken seriously and appropriate action will be taken.

The school will take every step possible to create a positive, anti-bullying environment

Opportunities will be sought to raise the issues involved in dealing with bullying at PTA and Governors meetings. The issues of bullying will be raised at various levels within the PSHE programme. This input will aim to:

- Develop confidence in pupils to speak up
- Explore strategies to help reduce incidents of bullying and help pupils avoid being bullied
- Work with pupils to identify threatening areas in and around school
- Work with pupils to monitor the success of the Anti-Bullying policy

Reporting Bullying

Pupils can report bullying to any member of staff or pupils involved in buddying. In particular pupils should report bullying to their class teacher

If the bullying persists, pupils should report it again. Pupils seeing others being bullied should report it immediately.

When bullying is reported appropriate action will be taken that day or the following school day.

The Role of Staff

All staff should ensure that bullying or threatening behaviour is not tolerated in school.

All staff should respond to bullying in the first instance by:

- listening to the person being bullied
- reassure them
- continue to offer help, support and advice

In responding to incidents of bullying all staff should take action when bullying is reported by:

- taking action as quickly as possible
- making it clear that such behaviour is unacceptable
- establish whether the behaviour is forming part of a pattern
- encourage the person presenting bullying behaviours to see the other person's point of view
- explain why a punishment (if any) is being given
- sharing information with other members of staff if appropriate
- informing parents if appropriate

The Role of Parents

Please report any instances of bullying that you may be aware of, for example

- If your child is being bullied
- Another child that you are aware of is being bullied
- Your child is involved in bullying

All information will be treated with the utmost discretion..

The Role of All Pupils

- Care for each other and report any incidences of unkind behaviour or verbal abuse
- Support the child who is the recipient of hurtful behaviour. Be a good listener
- Think before you say unkind words and be aware of how your behaviour effects other people
- Never touch another pupil in an aggressive manner
- Do not leave other children out of social activities, make an effort to involve everyone.

Child on Child Abuse (sexual violence, harassment, prejudice based and discriminatory bullying)

Child on Child Abuse (sexual violence, harassment, prejudice based and discriminatory bullying) At Thorn Primary School there is a 'zero tolerance' approach to child-on-child sexual violence and sexual harassment, prejudice

based bullying and discriminatory behaviour. This means that every incident will be dealt with consistently and the actions taken will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst caring for pupils who report or are victims of incidents, any alleged perpetrator(s) will also be offered support, so that they can change their behaviour. Although we won't tolerate the behaviour, we also won't demonise anyone, we will support and listen to all of the pupils involved. We will ensure pupils know that low level incidents will be dealt with in a supportive way, so they are not afraid to report them. All reports will be recorded on CPOMs so that DSLs can track patterns and address any issues.

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of harmful sexual behaviour (HSB) and bullying behaviour reflects on them. We address this through our culture and ethos of respect, tolerance, acceptance and diversity making it easier for pupils to call out incidents and harder for anyone to get away with harmful sexual behaviour or prejudice based bullying.

Staff will encourage pupils to report anything that makes them uncomfortable, no matter how 'small' they think it is.

Staff will ensure pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse
- Support them following the incident(s)

Staff will also ensure that pupils understand reporting incidents helps:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Following a report of child on child abuse we will consider:

- The wishes of the victim and how they want to proceed
- The nature of the alleged incident(s), including whether a crime may have been committed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older or more mature? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children or school staff

If the report is regarding sexual violence or harassment, we will also consider:

- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- The importance of understanding intra familial harms and any necessary support for siblings following incidents
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Managing Reports of Sexual harassment or violence

We will listen to the victim(s) and their wishes will inform our response, but DSLs will make the final decision regarding support and sanctions. DSLs will use a risk and needs assessment tool to inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

The response to each incident should be proportionate. For example, a sexist comment might be dealt with through education, our PSHE curriculum and our school value of respect. We will also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Where appropriate referrals to Early Help may be made, especially to address non-violent HSB acts, in an attempt to prevent escalation to sexual violence.

Where a child has been harmed, is at risk of harm, or is in immediate danger, school will make a referral to local authority children's social care and may also refer to the police. We will use exclusion from school only in the most severe cases, for example if the police recommend exclusion of a pupil after an incident of sexual assault.

Please use the flowchart at the back of the policy to assist your thought processes and actions when assessing and managing allegations of sexualised behaviour. All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMs.

Confiscation of Inappropriate Belongings

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
- Power to search without consent for prohibited items

Searching without Consent

- If a pupil refuses to allow the SLT member to search with consent and the concern remains that the pupil has on their person a prohibited item, the SLT member will contact the parents / carers and inform them of their concerns. The parents/ carers will be asked to attend school as soon as possible.

Lines of Communication

After a situation which requires a CPOMs entry, information may be shared with the SENCO and PSHE lead if it is felt that certain pupils may have social, emotional and behavioural problems that need to be addressed.

Parents/carers will be communicated with regularly if there are concerns regarding the behaviour of their children. Any discussions regarding inappropriate behaviour should be in private out of the hearing of other parents.

Good relationships with parents are crucial to develop children's attitudes, behaviour and positive relationships.

Complaints Procedure

- The school has a comprehensive complaints policy and procedures that can be downloaded from the school website
- Complaints against staff will be taken seriously and thoroughly investigated by the Governing Body in line with the complaints procedure
- As employers the school has a duty of care towards their employee.

Conclusion

This policy refers to a whole school positive behaviour and relationships strategy. It recognises that individual teachers will have other strategies, rewards and sanctions in addition to those outlined above, therefore this is not an exhaustive list. Through our positive behaviour and relationships policy Thorn Primary School fosters an environment where staff should feel able to seek support and advice from other colleagues and good practice is actively shared.

Review Date

The policy is reviewed annually in September

Flow Chart of Procedures on the Assessment and Management of Sexualised Behaviour in Children and Young People

