

HOLLINGWOOD PRIMARY SCHOOL

POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. This policy is built on an understanding of rights and responsibilities and aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community with proper regard for authority. The way that this is achieved is through positive relationships. Everyone involved strives to ensure positive relationships, promoting self-esteem, self-worth and high expectations of themselves and others.

Our positive relationships and behaviour policy aims to reward and reinforce good behaviour, rather than merely deter poor behaviour. We treat all children fairly and apply this policy in a consistent way. We talk to children about choices and aim to help them understand that poor choices have consequences.

We aim to help children to understand their rights and their responsibilities:

- Everyone has the right to feel safe.
- Everyone has the responsibility to create a safe school.

- Everyone has the right to learn.
- Everyone has the responsibility to engage in learning and help create a learning environment.

- Everyone has the right to be treated with respect.
- Everyone has the responsibility to behave respectfully.

The Role of Trustees

The Trust Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The trustees support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on positive relationships and behaviour, but the trustees may give advice to the Headteacher about particular disciplinary issues. It is the responsibility of the Trust Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school positive relationships and behaviour policy consistently throughout the school, and to report to the trustees, when requested, on the effectiveness of the policy. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher ensures that all staff have an understanding of what radicalisation and extremism are, why we need to be vigilant in school and have a clear understanding of the procedure to follow when issues arise. The Headteacher ensures that there is a zero tolerance of bullying. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the nominated trustee has been notified. (see Appendix 1)

The Role of The Senior Management Team

It is the responsibility of the senior management team to ensure that the policy is consistently applied across school. They will support and guide pupils and staff. The behavior lead will report to the head half-termly and highlight any recurring behaviour issues and any actions taken.

The Role of the Class Teacher and SENCo

It is the responsibility of class teachers and all support staff to ensure that the school rules are followed in their classes. They will help children to have a basic understanding of their rights and their responsibilities and behave appropriately when in school. The class teachers 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. The class teacher treats each child fairly. The teacher treats all children in their class with respect and understanding. Teachers reward good behaviour and consistently apply consequences when children make the wrong choices. The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child. If concerns continue with regard to a child, a concerns sheet will be completed and passed to the Behaviour Lead/SENCo. The behavior Lead/SENCo will then consider all the evidence and target support from within school e.g Learning mentor allocated time. The SENCo may also involve outside agencies.

The Role of the Lunchtime Supervisor

It is the responsibility of the Lunchtime Supervisor to ensure that the children for whom they are responsible have an understanding of their rights and responsibilities and that the children behave in a responsible manner during the lunch break. The Lunchtime Supervisors in our school have high expectations of the children with regard to behaviour. The Lunchtime Supervisor liaises with the class teacher about the behaviour of the children in their class.


The Role of Parents and Carers


The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave appropriately. We explain the school rules in the school prospectus, and 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, as set out in the home-school agreement. We understand the importance of a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact Key Stage leaders and then the Headteacher. If these discussions cannot resolve the problem parents may contact The Trust Board.

Monitoring and Recording

The Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the trustees, if necessary, making recommendations for further improvements. The school records any behaviour incidents on CPOMs. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

See Appendix 1 and 2

Signed  Headteacher
Mr J C Duke


Reviewed by Assistant Head
Mrs D Walton

Revised: March 2023

Review Date: March 2025

Appendices

1 Fixed term and permanent exclusion

2 Rewards and sanctions

Appendix 1

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance, called Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE, Sept 2012). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher / Assistant Headteachers (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Trust Board . The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Trust Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Trust Board would form an appeals panel if required which would be made up of between three and five members. This committee would consider any exclusion appeals on behalf of the trustees. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the trusts' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Appendix 2

Our positive relationships and behaviour policy is based on the ethos of our three golden rules. These are:

1. Keep ourselves and others safe
2. Be a good learner
3. Treat everyone with respect

The expectation is that all children know and understand the three golden rules and follow these everyday. The rules and routines are explicitly taught to the children and the consistent application of these is key to this policy. Staff will always talk to the children about the choices they are making and focus on expected behaviours. We praise in public and reprimand in private – PIP and RIP. Staff react in a calm and controlled manner when implementing the policy. An important element of our behaviour policy is the restorative conversations.

We will reward children who demonstrate above and beyond behaviours.

Rewards

- Praise
- Dojos
- Postcard home
- Phone call home
- Good work assembly
- Star of the week
- Hot Chocolate Monday
- Visit to the head teacher and head teacher sticker
- Name on class focus board – this is used to develop areas for development within the individual classrooms.

Consequences

1. Warning 1 and 1:1 conversation around correct choices
2. Warning 2 and further conversation
3. Moved to another seat in the classroom in order to reflect
4. Time out in another classroom

When behaviour is extreme and cannot be dealt with through the above consequences the children will be sent to a senior leader in school. The consequence of this would be a conversation with parents/carers and could result in an internal or external exclusion.

