



# Cilton Academy

## Positive Relationships Policy

### 2018-20

This policy is based upon the 8 fundamental school values – Respect, Courage, Inspiration, Determination, Friendship, Excellence, Equality and Tolerance.

To be read in conjunction with advice from DfE eg. ‘Promoting fundamental British Values as part of SMSC in schools’ (Published November 2014), ‘Keeping Children Safe in Education Sept 2019’, the LGBT national agenda and associated school policies including – Inclusion Policy, RRSa Policy, Young Carers Policy and Management of Behaviour Policy (A Positive Ethos).

## **Introduction:**

Chilton Academy ensures that all our children are safe, happy –and empowered to make a positive contribution to school life. Therefore, in addition to teaching the basic skills, we are also concerned with teaching 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 a sense of self-discipline and an acceptance of responsibility for their own actions
- 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 and in extra-curricular activities. As a school we acknowledge the importance of the five areas outlined within The Every Child Matters Agenda. These being, that every child has a right to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and achieve economic well-being. We know that quality learning only takes place in a school where every child is valued, feels safe and secure and is healthy and happy.

Our Positive Behaviour Policy is based upon:-

## **RIGHTS AND RESPONSIBILITIES**

### **The Rights:**

- We have the right to be safe and feel secure
- We have the right to learning and fulfil our potential
- We have the right to be treated with respect

### **The Responsibilities:**

Rights come with responsibilities. Responsibilities need to be learned and practiced so that they become habits.

### **Our School Responsibilities:**

It is our responsibility to help our children learn their rights, responsibilities and rules to ensure fairness and consistency in their application.

### **The Children's Responsibilities:**

It is the responsibility of every child to learn and demonstrate their understanding of these rights, responsibilities and rules and how they can apply them to themselves and to others.

### **Parents' and Carers' Responsibilities:**

It is the responsibility of all parents and carers to support the school in guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes.

### **Governors' Responsibilities:**

It is the responsibility of the Governors to uphold the principles and practice of the Positive Relationships Policy on behalf of all children, parents and carers and staff at our school.

Our Rights and Responsibilities have been drawn up in consultation with the Rights Respecting Team, Academy Ambassadors and all staff members.

## **School Code of Conduct**

At the beginning of the school year the Rights and Responsibilities 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 and this displayed prominently for all to see throughout each class base. A copy of individual Class Charters will also be sent home to parents and carers in September every year. An example of a Class Charter is attached.

**Guidance for All Staff** - Establishing Positive behaviour at our school is a **collective** responsibility.

- 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 an out of class. Good behaviour and positive attitudes should be discussed in PSCHE lessons, school assemblies and our Friday Celebration Assembly. Stickers, certificates and notes home should acknowledge and reinforce positive behaviour as well as academic achievement.
- A well-managed, well-planned environment decreases potential for challenging behaviours. Nurture Group provides specialised support for vulnerable pupils.
- 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. We need to teach behaviour as we teach other aspects of the curriculum. Classes are well-organised with lessons that are well-prepared and take into account the range of abilities.
- A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem. Censure should always focus on the behaviour not the child.
- 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. Children should be listened to and spoken to calmly.
- 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. 'Keep Out of Trouble Club' offers a safe haven during break times.
- Certain behaviour, such as bullying, rudeness, fighting, swearing etc is never acceptable and should always be dealt with when encountered. It should not normally be necessary to shout. The use of physical punishments will NEVER be supported under any circumstances but a teacher may physically restrain a child to prevent injury to the child, the teacher, pupils and members of our school community.
- A wide range of specialist outside agencies will be used to support children with challenging behaviours.
- The Head teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.

### **The Role of the Class Teacher**

- Provide good quality teaching in lessons and stimulating and thoughtful curriculum delivery
- Set clear expectations for behaviour in class and around school
- Maintain a well organised and carefully managed classroom
- Make specific constructive, positive comments
- Encourage the children to set their own goals and take ownership of their learning
- Establish consistent classroom procedures
- Give clear instructions and explanations
- Set learning intentions with clear success criteria
- Monitor progress carefully
- Mark work regularly and give appropriate feedback
- 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 often

All teachers and support staff should feel that they are working within the framework of the Positive.

## **The Role of Lunchtime Supervisors**

Lunchtime Supervisors have an important role in supporting and maintaining good order in the playground at lunchtime and the dining hall.

The Lunchtime Supervisors and Rights Respecting Team established a “Lunchtime Charter” which reflects our Rights and Responsibilities. This is clearly displayed within school.

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 stickers and can give special certificates for positive behaviours which are presented on a weekly basis during celebration assembly where all Lunchtime Supervisors sign the certificate where appropriate.

## **The Role of the Head teacher**

The Headteacher is responsible for the promotion of:

- Self-discipline
- Proper regard for authority
- Good behaviour
- Respect for others
- Respect of property

The Head teacher is also responsible for:

- Maintaining acceptable standards of behaviour
- Regulating the conduct of pupils
- Relevant consultations with the local authority
- Exclusions from school

The Head teacher should act in accordance with governors’ statements and have regard for governors’ guidance. To fulfil the governors’ principles the Headteacher should manage staff, foster a sense of community, take the lead in setting aims and standards, encourage collective responsibility, establish clear communication systems and direct overall curriculum planning.

## **The Role of Parents and Carers**

Parents and Carers have responsibilities which will contribute to maintaining positive behaviour in and around our school. These include ensuring the following:

- Regular attendance and punctuality
- Providing the correct school uniform
- Regular attendance at parents interviews to discuss progress
- Actively encourage the child to participate fully in their day to day school work and in the wider life of the school community
- Agreement and co-operation in matters of discipline and a willingness to reinforce the school’s efforts at home
- Keeping in contact with the class teacher so that communication can be open and honest

## **The Role of the Governors**

The governing body has the responsibility setting down these guidelines for discipline and behaviour, and or reviewing their effectiveness. The Headteacher has the day to day authority of implement this policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will meet regularly with the Every Child Matters Committee to discuss matters relating to behaviour and discipline.

## **At Chilton Academy we also recognise that we have responsibilities towards parents and carers.**

We should provide a warm and welcoming environment for parents and carers. We should respect the difficult role that many parents and carers have. Teachers, governors and support staff should be alert to the difficulties and pressures which can arise from complex family relationships and the impact of unemployment, homelessness, family bereavement, racial tension and illness. Sometimes family re-organisation may result in children having very disrupted lives, moving between different homes or moving out of areas where they had established friendships. For some children the school may temporarily be their only secure and stable environment. It has been shown that when children are valued, respected feeling safe and secure at school this can help to protect them against adversity in circumstances at home or in the community. Our procedures for recording and identifying potentially vulnerable children with problems should be sensitive to the links between their behaviour and their experiences outside school. We will involve other agencies or support services in order to help the child in their social emotional development.

## **We should take time to communicate our school procedures and explain incidents and actions taken.**

### **Guidance for Positive Playground Behaviour**

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild offering children a way back.
3. School rules should be applied consistently, and children reminded of them regularly.
4. The Inclusion Team hold final responsibility for dealing with these matters.

### **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 mid-range 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
- Written comments on pupil's work
- Appreciation of children's contributions
- The giving of additional responsibilities
- Stickers in books, on effort charts on jumpers etc
- Praise in front of class group giving reason for praise
- Friday Festival
- Informal comments, a short note home from teacher to parent informing them of good work, positive attitudes or behaviour etc.
- Achievement certificates
- Dojo System
- Opportunities for self-evaluation and recognition of achievement
- Certificates for special achievements/Headteacher's award
- Celebration assemblies

## **Strategies for individual pupils with special needs**

Behaviour and social targets can be set. Targets should be understood by the child, parent 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. Further support is available through our SENCO, Inclusion team and professional partners.

**Where a child is presenting persistent significant behaviour difficulties an individual behaviour plan by be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.**

### **How do we manage unacceptable behaviour?**

At Chilton Academy we have a set of sanctions that a child might progress through in a set order BUT our priority is to address unacceptable behavioural issues in a consistent way. Decisions should be CONSIDERED, FAIR, REASONABLE and NOT made on impulse. Every effort should be made to establish the truth of a situation and “cooling down” period may be advisable.

However, issues do need to be addressed as soon as possible whilst memories are fresh and evidence is available. If possible, discussions should follow lessons rather than impinge on them. Every effort will be made to maintain safety and retain the children’s access to learning. Sanctions should be appropriate in terms of frequency and severity and staff members will make their own judgements about the appropriateness of punishments matched to the misbehaviour.

### **Exclusion of a pupil**

Exclusion may be for a fixed term or permanent. It is the Head teacher’s responsibility to decide whether a child should be excluded. Exclusion will only happen in response to a very serious breach of the School’s Code of Conduct or where alternative forms of behaviour management have been shown to have failed. Prior to an exclusion external support agencies would have been contacted and involved:-

- Educational Psychologist
- Behaviour Support Service / Behaviour Panel
- Social Services
- Youth Offending Service
- Parent/Family Support
- Education Welfare Officer
- School Nurse/Health Visitor
- Family Doctor
- Camhs
- Police

### **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 wilful and conscious desire to hurt or 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 the 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. Appropriate age-related strategies for dealing with different aspects of bullying are explored through a variety of approaches across the school.

