**Perryfields Primary PRU**



**Relationships Policy**

**(Promoting Positive Behaviour)**

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| **Review date** | **Reviewed date** | **Reviewer** | **Action** |
| October 2019 | October 2019 | Management Committee | Ratified by Management Committee: 10.12.2019 |
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*“In our world there are no bad kids, just impressionable conflicted young people, wrestling with emotions and impulses, trying to communicate their feelings and needs the only way they know how" Janet Landsbury*

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**Aims and objectives**

It is a primary aim of Perryfields Primary PRU that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our relationships policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this policy in a consistent way.

This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour, rather than merely deter negative behaviour. The most important aspect in pupils feeling valued, safe and secure is the sense of connection with a member of staff. For most pupils this can be achieved by simple acknowledgement of the pupil and the pupil having the knowledge that you have them in your mind, care about them as a person and care about what they are doing. Strong relationships between staff and pupil s are vital. Staff must be fair and consistent with pupils (taking into account individual needs) and pupils need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and pupils must understand this.

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If a member of staff is having difficulties with an individual or group of pupils they are expected to seek support in order to make a positive change. This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school based barrier to learning e.g. pitch of task, classroom environment. We have a duty strive to help pupil to return to a place of regulation as only then will the pupil be in a place to reflect on the behaviour and find ways to repair the situation. We also recognise that pupils in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation. In order to effectively support pupils it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of pupils with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these pupils, including but not exhaustively, the SEND code of practise, Equal Opportunities, Disability Act.

**Rewards and Expectations**

We praise and reward children for good behaviour in a variety of ways:

* Staff congratulate children;
* Staff give stickers to reward children’s work and behaviour;
* Staff distribute special awards to children, either for consistent good work or behaviour, or to acknowledge outstanding effort including development of Learning skils linked to Learning Powers or acts of kindness in school.

The school acknowledges all the efforts and achievements of pupils, both in and out of school.

The school employs a number of strategies to ensure a safe and positive learning environment. Given the unique nature of our pupils, expectations are used in line with their individual support plans. We employ each sanction appropriately to each individual situation. The class teacher discusses rules with each class. In this way, every pupil in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during P.S.H.E.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear.

All members of staff have been issued with guidance from DfE on ‘Reducing the Need for Restraint and Restrictive Intervention’ 27th June 2019. All Perryfields staff who work directly with pupils have received the initial two day basic Team Teach training and are subject to annual reaccreditation. Team Teach (Positive Physical Intervention) is only ever used as a last resort and in circumstances when;

* A pupil is harming themselves
* A pupil is harming others
* A pupil is committing a criminal act
* A pupil is behaving in a way that is compromising good order
* A pupils is causing significant damage to property

When Team Teach (PPI) is used it is always recorded in the Bound and Numbered Book and parents/carers are always informed.

(Refer to Perryfields Primary PRU Positive Handling Policy)

**The role of the ClassTeacher/Teaching Assistant**

It is the responsibility of class teachers/TA to ensure that the school rules are followed in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers/TA in our school have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability.

The class teacher/TA treats each pupil fairly, and follows the classroom code consistently. The teachers treat all pupils in their classes with respect and understanding.

If a pupil misbehaves repeatedly in class, the class teacher/TA keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT. The class teacher/TA liaises with external agencies, as necessary, to support and guide the progress of each pupil. The class teacher may, for example, discuss the needs of a pupil with the pupil’s social worker or education psychologist. The class teacher/TA reports to parents and carers about the progress of each pupil in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

**The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school relationship policy consistently throughout the school, and to report to the Management Committee when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school. 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 keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour.

The school collaborates actively with parents and carers, so that pupils receive consistent messages about how to behave at home and at school.

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 try to build a supportive dialogue between the home and the 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 consequences to punish a pupil, 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 the Management Committee. If these discussions cannot resolve the problem, the complaints procedure is to be followed.

**The role of the Management Committee**

The Management Committee has the responsibility of setting down guidelines on Relationships and Behaviour and of reviewing their effectiveness. The members support the headteacher in adhering to these guidelines.

**Fixed-term and permanent exclusions**

We do not wish to exclude any pupil from school, but sometimes this may be necessary. The school has therefore adopted the standard Local authority list on reasons for exclusion. We recognise:

* the duty on schools 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;
* the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods. In extreme and exceptional circumstances, the headteacher may exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a pupil, he informs the parents or carers 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 Management Committee. The school informs the parents or carers how to make any such appeal. The headteacher informs the Management Committee and Local Authority about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Management Committee itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The Management Committee has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Management Committee. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated. If the Management Committee appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

**Drug- and alcohol-related incidents**

It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a pupil while in school must be taken under the supervision of staff. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or carers of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will be subject to a fixed term exclusion. If any pupils is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home.

It is forbidden for anyone, adult or pupil, to bring onto the school premises illegal drugs. Any pupil who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The pupil will not be readmitted to the school until a parent or carers of the pupil has visited the school and discussed the seriousness of the incident with the headteacher.

**Monitoring and review**

The Headteacher and SLT monitors the effectiveness of this policy on a regular basis. They also reports to the Management Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The phase leaders and the headteacher records those incidents in which a pupil is sent to him/her on account of concerning behaviour.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Management Committee to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. They will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background. The Management Committee reviews this policy every two years. They may, however, review the policy earlier than this if the government introduces new regulations, or if the Management Committee receives recommendations on how the policy might be improved.

Written by Sarah Vaughan

Assistant Headteacher

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