

PERRYFIELDS PRIMARY PRU



RELATIONSHIPS POLICY (PROMOTING POSITIVE BEHAVIOUR)

Review Date	Developed and Reviewed Date	Reviewer (Who?)	Approved By Name and Date
May 2023	May 2023	SLT Chair of Management Committee	Management Committee 16.05.2023
May 2024	May 2024	SLT Chair of Management Committee	Management Committee

Minutes Reference	
Signature of Chair	

Statement of Intent

"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

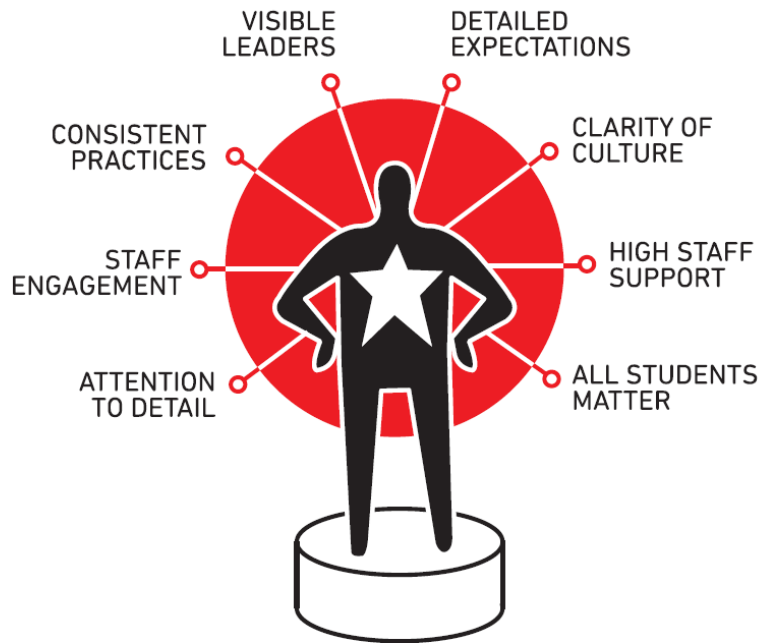
As a body of staff at Perryfields Primary Pupil Referral Unit we fundamentally believe that you can't make children feel better by making them feel worse, when children feel better they behave better. It is a primary aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to promote an environment in which everyone feels happy, safe and secure.

This relational approach underpins the ethos of Perryfields Primary PRU and the way we support pupils with their behaviour. After all we all view behaviour as just a communication. We focus on meeting the needs of pupils albeit social, emotional and academic rather than focussing on the behaviour in its own right. We believe that the most powerful tool we have for influencing the behaviour of our pupils is the relationship we build with them.

The positive behaviour culture at Perryfields is underpinned by an ambitious and engaging curriculum, QFT and staff who are deeply invested in building positive relationships with pupils.

Features to our approach include:

- committed, highly visible leaders, with ambitious goals, supported by a strong leadership team
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things at Perryfields and these are the values we hold'
- high levels of staff and parental commitment to the schools vision and strategies
- high levels of support between leadership and staff, staff training
- attention to detail and thoroughness in the execution of school policies and strategies
- high expectation of all students and staff, and a belief that all pupils matter equally



Tom Bennett 2010

Through an effective professional development programme all staff are involved in maintaining a culture that believes in young people and the neurodiversity in our society. Perryfields strives to maintain a culture to understand what pupils 'can do' and access and what the differences between 'can't' and 'won't' access. All staff at Perryfields strive to find stressors and reduce them, find unmet needs and meet them and find knowledge and skills deficits and teach them.

"Diversity is having a seat at the table, inclusion is having a voice and belonging is having that voice heard"

Recognition and reward of good behaviour choices is intrinsic to the culture at Perryfields. Staff reward good behaviour appropriate to individuals. As a body of staff we feel that our practise seeks to lead pupils towards increasing their self-esteem, we believe that the self-esteem affects thinking and learning behaviours. Verbal praise and reward is often the most powerful as it is working in collaboration with the positive relationships that are made. It is important that pupils develop a 'feeling' that it is 'worth-while being good'. This information is also relayed to parents through regular communication 'good news phone calls'.

Good to be green zone board system promotes positive behaviours by recognising and praising expected good behaviours. The use of Learning Powers also provides pupils with a common language.

Aims and objectives

Perryfields has a number of rules, but our behaviour and 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. The Perryfields policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our Perryfields policy rewards positive behaviour as we believe that positivity breeds positivity developing our ethos of kindness and cooperation. The most important aspect in pupils feeling valued, safe and secure is the sense of connection and relationships they have with staff.

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

Perryfields acknowledges all the efforts and achievements of pupils, both in and out of school. We employ a number of strategies to ensure a safe and positive learning environment. Given the complexities of our pupils, expectations are used in line with their IEP / EHCP.

Bullying is not tolerated at Perryfields. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent 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 Perryfields feeling safe and happy.

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)

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'

- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Code of Conduct
- Mental Health and Wellbeing Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- No Smoking Policy
- Drugs Policy
- Anti-bullying Policy

The role of the ClassTeacher and Teaching Assistant

It is the responsibility of class teachers and teaching assistants to ensure that the behaviour culture of Perryfields is upheld and that their classes behave in a responsible manner throughout the school day.

The class teachers and teaching assistants at Perryfields have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work in a calm and purposeful manner to the best of their ability.

Detailed behaviour logs and zone board records are kept and class teachers feedback regarding their pupils to all staff at daily briefings.

Additional staff including the SLT are always available to assist as required if a pupils behaviour is escalating and becoming unsafe. Class teachers regularly communicate with parents via daily home school sheets and phone calls home.

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. Perryfields keeps records of all reported serious incidents. The headteacher has the responsibility for giving fixed-term suspensions.

Perryfields 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 prioritise building a supportive relationship and dialogue with parents and carers.

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 suspensions and permanent exclusions

Perryfields does not wish to exclude any pupil from school, but sometimes this may be necessary. We have 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 suspensions;
- ✚ the duty on parents and carers to ensure their child is not present in a public place during the first five days of an suspensions;
- ✚ the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

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 suspension 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 suspension 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 Perryfields 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 carer 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 two members 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, as well as any necessary external agencies.

Monitoring and review

The Headteacher and SLT monitors the effectiveness of this policy on a regular basis. They also report to the Management Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Perryfields keeps a variety of records concerning incidents.

Perryfields keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Management Committee to monitor the

rate of suspensions, and to ensure that the school policy is administered fairly and consistently. They will pay particular attention to the protected characteristics and 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
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April 2023