



Kippax Greenfield Primary School Positive Relationships Policy

Purpose

This policy outlines our philosophy and approach to positive relationships and pupil behaviour at Kippax Greenfield Primary School consistent with the School's mission statement:

By the last day of their school life at Kippax Greenfield Primary School, our children will be confident and articulate communicators. They will be responsible human beings with an interest and care in current and future global issues.

They will have high aspirations and know they can make a difference in our world. They will have learnt the skills, knowledge and attitudes to be an active citizen, understanding themselves and their relationships with others and with a thirst to continue their learning for life.

School life at Greenfields is underpinned by the UN's Convention on the Rights of the Child. Our philosophy is to learn about rights, learn through rights and learn for rights upholding the rights of every child. We currently hold the Recognition of Commitment towards to UNICEF's Rights Respecting School Award and are working towards Level 1 during the academic year 2016-17.

Philosophy

Our positive relationships policy aims to create a safe and supportive environment where children can learn and play with trust and confidence. We aim for children to be intrinsically motivated to learn and make the right choices. This means that over the years we have moved away from physical reward systems.

We nurture a 'growth mindset' environment, encouraging pupils to be self-motivated with the ability to work independently and collaboratively. We encourage self-discipline so pupils take responsibility for themselves and their actions so that they become sensitive, tolerant and caring individuals with a clear understanding between right and wrong.

This is reflected in our three school rules: (the 'laws' of our school)

- Follow instructions** (upholding Articles 28 and 31)
- Keep hands, feet and objects to yourself** (upholding Articles 19, 28 and 31)
- Use positive language and actions** (upholding Articles 15, 28 and 31)

Our philosophy is underpinned by **The UN Convention on the Rights of the Child** (appendix one). These are universal.

We use **restorative practices** to deal with conflicts in school.

'Praise and consistency' are the hallmark of this policy with all staff at Kippax Greenfield Primary School being responsible for dealing with behaviour both in school, on off site visits and in some cases outside the school grounds.

We regularly update and remind staff of our positive relationships policy and expectations in order to maintain consistency. New staff have training on positive relationships as part of their induction.



Bullying is an ongoing misuse of power in relationships through verbal, physical or social behaviour that causes physical or emotional damage. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious or hidden. Bullying of any form or for any reason can have long term effects on those involved including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved. Bullying is dealt with following procedures in our Anti-Bullying Policy.

Implementation

1) Class Charters (upholding articles 12, 13, 19, 28)

Greenfield Learners are:

Inquirers – They are self motivated, independent & knowledgeable.

Open minded – They welcome difference & demonstrate empathy.

Caring - Towards others, themselves and the planet.

Thinkers – They are problem solvers and problem posers.

Reflective – About their learning and actions, they are self aware.

Principled – They stand up for what is right, they show respect for themselves and others.

Balanced – They are healthy in mind, body and spirit.

Communicators – They communicate effectively with different audiences in a wide range of ways

Resilient – They embrace challenge, take risks and persevere – they are determined

Creative - in all areas.

Every child should feel that the classroom is safe and secure; free from all threats of physical and emotional harm. It is also important that each child develops self-discipline and good work habits, to resolve conflicts peacefully and to think independently. Each class draws up a Class Charter based on the UN rights of child and our Learner Profile – opposite. This is to build a community with the shared purpose of learning, growing and building positive relationships for all.

Children involved in low – level disruption in the classroom are dealt with by Teachers, Teaching Assistants and volunteers who will aim to resolve the matter following the sanctions hierarchy below.

We use a consistent language to describe the behaviour we expect:

HAND UP WITH A SILENT VOICE

PUT YOUR EYES ON ME to ensure the children listening and paying attention

SILENT VOICE, PARTNER VOICE, TABLE VOICE, CLASS VOICE and PLAYGROUND VOICE to give expectations of voice level when learning

We make sure we are very descriptive with our expectations so children are clear about what is expected eg: when lining up we say “Face the front, Stand one behind the other, Hands, feet and objects to yourself. Use a silent voice”

Rewards in the classroom:

Rewards are class wide to encourage children to contribute their learning community. They are;

- 1) Quick 10 reward eg extra minutes playtime. This is a ‘quick and often’ reward for great learning behaviour and upholding the rules.
- 2) Class treat eg: den building, bikes and scooter session, wear a onesie – when the class has demonstrated excellent learning behaviour and upholding the rules for a more sustained period of time or achieved a big event.
- 3) Fantastic Friday Assembly – staff can nominate great examples of learning and upholding of the Rights of the Child for recognition in our weekly assembly.
- 4) Mrs Moleele’s Eat and Meet lunch – Mrs Moleele chooses 10 children to have lunch with each week.

Sanctions in the classroom:

Sanction hierarchy:

- 1 - Verbal reminder of the rule that is not being upheld
- 2 - 5 minutes away from the group
- 3 – 15 minutes away from the group
- 4 – Rest of the session (morning or afternoon) away from the group
- 5 – Go to Senior Leadership Team and parents informed

A record is made on a class sheet when children do not follow the school rules – Appendix 2. Morning and afternoon sessions are recorded separately to give children a fresh start.

The Headteacher monitors the behaviour of individual pupils, classes and school each half term. Where children are receiving 3 or more reminders as a regular occurrence:

- A discussion takes place between HT and child
- Home circumstances/medical/personal background are investigated to see if any unknown circumstances are impacting within school, so that school can respond appropriately.
- Behaviour is more closely monitored and supported during this period and parents are regularly informed of any improvements/deterioration
- The child may be placed on an Individual Behaviour Plan and parents are informed.

Foundation Stage Expectations

The Class Charter and school rules are introduced from the start of the school year. In the first instance this is linked with the class' first inquiry on the responsibilities of a community. The children will then get reminded of the rules and rights of the child regularly.

The first half term pays close attention to social and emotional development. All children are observed to see how they settle into school, their ability to follow instructions and develop their relationships with other children and adults. Good liaison work with the feeder nurseries and parents provides us with any key information before the children are placed in school.

Strategies to support children in the EYFS;

- Each child has a Class 6 buddy who reads with them every day, takes them to lunch and sits with them in the dinner hall before escorting them out to play and playing with them on the playground. The buddy system continues throughout the year for House Days etc
- Small group work with Learning Mentor to learn playground rules and behaviour expectations

Rewards:

Class rewards as the rest of the school

Consequences:

1 reminder

Time out

Speak with parents as part of their daily communication routine.

During the spring term Foundation Stage children move onto the whole school reward and consequences system ready for Class 1.

2) PHSE Programme

PHSE is taught across school and aims to develop children's social and emotional learning skills across three programmes of study:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

A wide range of topics are covered including friendships, bullying, self-confidence, keeping safe, assertiveness and conflict resolution. PHSE is taught through our inquiry units or as discrete units of learning. We also make use of circle time as a forum to discuss and reflect on social and emotional issues.

3) Other practices

As a Rights Respecting School, we ensure the children have an active voice in running and contributing to our school community. This supports the children building positive relationships with each other, teachers and other adults. These activities include;

- Leadership programmes: School Council, Healthy Schools Committee
- Y6/ Reception Buddies
- Extra-curricular clubs after school eg choir, sports
- Clubs at lunchtime run by Y5/6 children
- Sporting teams
- KS2 children responsibilities: Kit Controllers, First Aid Assistance, Play Leaders, Dining Hall Servers, Technicians for assemblies

4) On the playground (upholding Articles 15, 19, 31)



Every child should feel that the playground is a fun place where they can socialise with friends and enjoy physical exercise; free from all threats of physical and emotional harm. It is also important that each child develops self-discipline and good socialising skills, to resolve conflicts peacefully and to think independently.

Children involved in low – level conflict situations on the playground or around school are dealt with by Teachers, Teaching Assistants and Lunchtime Staff who will aim to resolve the matter through a reflective discussion using restorative practice questioning:

Restorative Practice Questions to the person inflicting the harm	Restorative Practice Questions to the person on the receiving end
What happened?	What did you think when you realised what had happened?
What were you thinking about at the time?	What have your thoughts been since?
What have been your thoughts since?	How has this affected you and others?
Who has been affected by what happened?	What has been the hardest thing for you?
In what way have they been affected?	What do you think needs to happen to make things right?
What do you think needs to happen to make things right?	

EYFS: (Term 1 and 2)

Staff will have a verbal conversation with the child/ren about the rules they have not followed, using the agreed language below. This is so the children understand the implications of their actions (link to Rights of the Child) and learn the key language we use in school.

Key Stage One:

Staff will have a verbal conversation with the child/ren supporting them in identifying the rules they have not followed, and how this impacting the rights of others using the picture card (Appendix 4) and the agreed language below. This will involve them standing out from their play for 2 mins.

Key Stage Two:

Children will have 5 minutes out from their play to identify which rules they have not followed. They will be given to the rights on a card to look at (Appendix 4). Staff will then have a conversation with the child about the impact of their actions on the rights of others and how they can put the situation right. If the child is very angry they will have time to calm down prior to this restorative conversation taking place.

We use a consistent language to describe the behaviour we expect:

HAND UP WITH A SILENT VOICE

PUT YOUR EYES ON ME to ensure the children listening and paying attention

SILENT VOICE, PARTNER VOICE, TABLE VOICE, CLASS VOICE and PLAYGROUND VOICE to give expectations of voice level when learning

LET'S WORK IN A RESTORATIVE WAY TO RESOLVE THIS

We make sure we are very descriptive with our expectations so children are clear about what we expect eg: when going back into school we say "Everybody is to walk in using a partner voice"

We make a record of these incidents on the playground recording sheet (Appendix 3)

5) More extreme or persistent behaviour

Where children are displaying more extreme or persistent behaviour we uphold our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN) by ensuring the course of action we take will depend on the individual context and behaviour. Where the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm we follow our safeguarding policy.

Our hierarchy of actions:

1) More extreme behaviour is recorded on a serious incident form. More extreme behaviour would be; fighting with other children or staff, using objects as weapons, leaving the premises.

This is dealt with by the Learning Mentor and Senior Leadership Team. Strategies we may adopt in the first instance are:

- Restorative Practice (this is our primary strategy)
- A code of conduct
- Isolation in Learning Mentor Area within school

2) Behaviour that persists is outside the whole school behaviour system and this is when we use an individual programme for the child. We will develop an Individual Behaviour Plan and it is at this point that parents will be involved. The IBP may involve the above strategies and where these are not successfully a referral to Cluster Guidance and Support Team (Counsellor, Family Support Worker, CAF lead etc) will be made.

Each IBP will;

- set targets for expected behaviour
- set rewards and sanctions outside the whole school system
- outline motivational strategies to encourage the correct behaviour e.g. peer mentors
- outline any external agencies to be involved
- set a review date

It is expected that with a team of people working around the child behaviour will improve.

3) If this is not the case the next steps will be:

-Further IBP's and support from referrals to the AIP provisions such as Achieve, Inclusion Unit at Brigshaw High School, placement at another Trust school.

-Application for Funding for Inclusion under the F Band.

- 6) Any further action leads to exclusion from school. We follow the Exclusion Guidelines by Children Leeds. Exclusion is dealt with by the Headteacher.

Pupils who are found to have made malicious accusations against school staff will be dealt with through the Child Protection Policy.

Reasonable force

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The staff trained to use reasonable force in school are:

Headteacher (Mrs Moleele), Deputy Headteacher (Mrs Roberts), Learning Mentor (Mrs Reucroft) and 2 classroom assistants (Mrs J Smith and Mrs Lord)

We follow our care and control procedures for any reasonable force that is necessary (see Care and Control Policy) This includes supervision for staff working in these situations on a regular basis.

7) Off site behaviour

In order to maintain the safety of the children and the reputation of the school, staff will uphold the expectations for behaviour of our children when children are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing our school uniform
- in some other way identifiable as a pupil of our school
- adversely affecting the orderly running of our school
- posing a threat to another pupil or member of the public

Where a child's behaviour is outside school and is deemed as bullying eg: cyberbullying over the internet or on mobile phones we deal with this behaviour in line with our anti-bullying policy.

8) Confiscation

In order to maintain the safety of the children and staff within the school, staff have the power to confiscate items from pupils where items are prohibited including:

- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the headteacher to decide if and when to return a confiscated item.

Items children are allowed to bring to school are:

- equipment to aid their learning such as stationery and books
- toys for playtimes on Thursdays (these must be small enough to fit in the child's tray and not be dangerous to others. Toy weapons are not allowed in school)
- mobile phone – if they walk home alone or are in Class 6

- electronic devices such as a tablet, bikes and scooters – when invited for class treats

In writing this policy we have referred to the following guidance:

UN Convention on the Rights of the Child

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

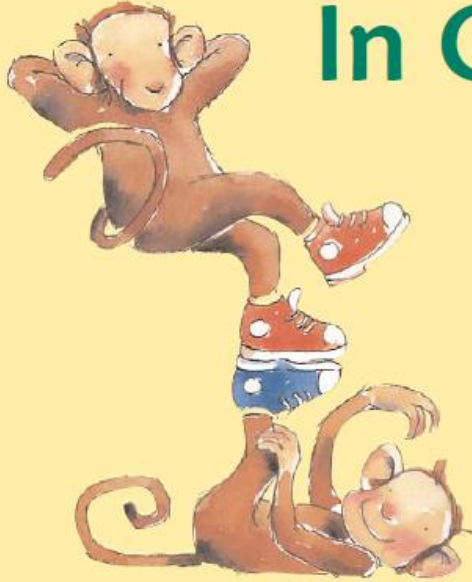
Also see Relationships Policy powerpoint for use with children.

K Moleele

November 2016

September 2017

UN Convention on the Rights of the Child In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

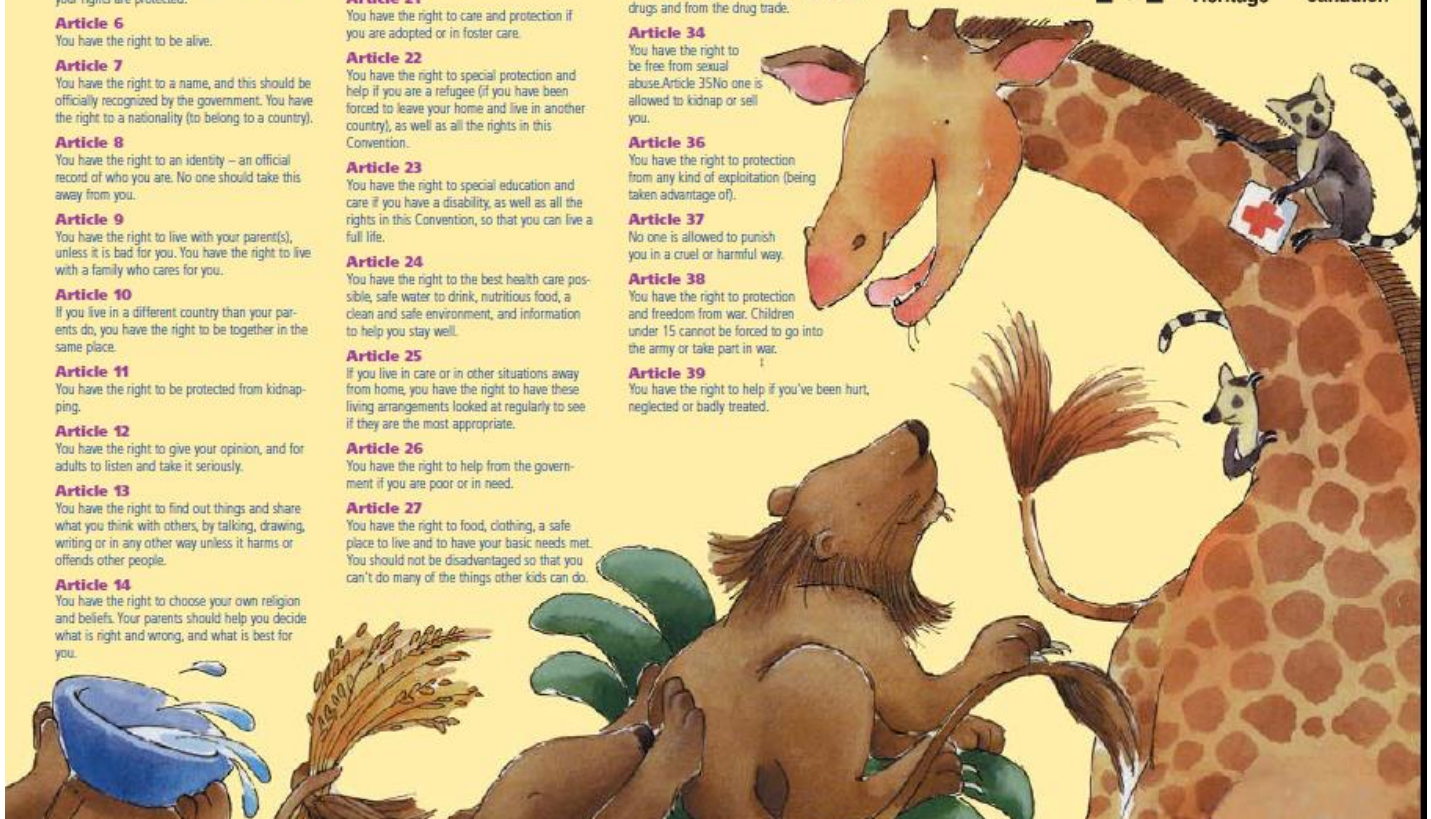


unicef



Canadian
Heritage

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Appendix 4: Rights Cards

Rights of the Child upheld on the playground:

Article 15: You have the right to choose your own friends and join or set groups, as long as it is not harmful to others.

Article 19: You have the right to be protected from being hurt and mistreated in body and mind.

Article 31: You have the right to rest and play.

Rights of the Child upheld on the playground:

Article 15: You have the right to choose your own friends and join or set groups, as long as it is not harmful to others.



Article 19: You have the right to be protected from being hurt and mistreated in body and mind.



Article 31: You have the right to rest and play.



Rights of the Child upheld on the playground



Rights of the Child upheld on the playground:

