



Cotwall End Primary School

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## POLICY AND PROCEDURES

Title	Positive Relationships Policy
Purpose	To set out school policy regarding a strong promotion of positive relationships in order to support a successful learning environment and minimise disruptive behaviours.
Policy author	Mrs G Wilkes
File name and path	Teams>Staffroom>Policies>Positive Relationships Policy
Consultation	Presented to SLT: Presented to staff: Presented to governors:

Policy adoption				
Revision number	Date	Amendment	Revised by	Review date

Adopted by Governors	
Adopted by Staff	
Signed by Chair of Governors/Headteacher	

## **Intent**

Cotwall End Primary School promotes a climate in which there is a strong promotion of positive relationships between adult and child and the relentless investment into the quality of this based on identifying and promoting self-esteem, self-worth and high expectations. Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

It is a culture of respect for all, equality of opportunity and endless tenacity to remove barriers for both child and adult success in life. All staff and children contribute to this culture. This is what makes Cotwall End Primary School unique.

## **Aims**

- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Promote the highest standards of behaviour amongst all members of the community.
- Celebrate successes and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through an emotion coaching approach.
- Make sure that rewards and sanctions are fairly and consistently applied throughout the school.
- Encourage positive relationships. Where a relationship has broken down, use an emotion coaching approach to repair and rebuild the relationship. This should be applied in a positive manner where previous incidences are not referred to and should focus on the way forward.
- Help the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and well-being of all members of the community and the environment in and out of class (including transitioning around the school).
- To be fully inclusive.

## **Equal Opportunities**

We believe that:

- All children should be treated with respect. Staff need to be sensitive to cultural differences and individual learning needs when dealing with behavioural issues.
- All children are individuals and behaviour strategies may need to be varied.
- Children with emotional/ behavioural difficulties need to be identified and the SEND Code of Practice 2015 will apply, monitored by the SENCO, Headteacher and Deputy Headteacher, after consultation with parents.
- Children with disabilities are entitled to additional consideration to ensure that they do not become targets for bullying or unkind comments.
- All children have the opportunity to participate in the school's reward system.

## **Values**

- We have a well embedded values programme.
- Our core values are: honesty, wisdom, kindness, happiness, bravery and self-belief.
- Our values are taught in school through our curriculum and communicated through displays, in books and to parents.
- They are shared and understood as the basis for discussing individual behaviour with pupils.
- Adults ensure that they take time to notice when children are demonstrating the school values.
- Children are rewarded for demonstrating the school's values.

## **Roles and Responsibilities**

All members of the school community should work together to maintain our school ethos and to promote positive relationships. This involves everyone having both rights and responsibilities.

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Assistant Headteachers for each key stage.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## **Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

## **Rewards**

- Positive behaviour and demonstrating the school's values are encouraged and rewarded, publicised and used as a model for others to follow.
- Rewards may include:
  - Children are given verbal positive praise
  - Values stickers are awarded
  - Written comments on work
  - Stickers / stamps
  - Telling parents (verbally or written)
  - A certificate in Praise assembly held each Friday
  - Achievement awards/certificates/badges for sport, swimming and other achievements
  - House points
  - Written work shown to members of SLT
  - Golden raffle tickets leading to prizes.

## **Sanctions**

- Positive discipline through effective relationships is how we enable those children who struggle with self-management to become responsible members of the class.
- We use rewards and sanctions side by side. We sanction behaviours, not children.
- We operate a Traffic light system. These are displayed in every classroom. See the flow chart below in appendix 1 and 2 for full details.

## **De-escalation strategies**

- Use of emotion coaching
- Tactical ignoring – avoids giving attention to unwanted behaviour
- Using a gesture or non-verbal cue – avoids giving rewarding attention
- ‘Take up’ time – with time and space to follow request the child can ‘save face’, shows you trust the child to want to do their best
- Giving (fixed) choices – win-win, empowers child as they still feel in control
- Positive direction – adult gives instruction with expected behaviour (e.g. ‘keep your hands to yourself, thank you’)
- Rule reminder – adult gives brief reminder (e.g. ‘remember our rule for ...’)
- Distraction/diversion – adult intervenes to stop a situation getting ‘out of hand’ and provides guidance on a better choice of behaviour
- Conditional direction - ‘When – then’ direction (e.g. ‘when you have put your coat away then you can ...’)
- Choices and consequences – outcome of continuing with unwanted behaviour is made clear (e.g. ‘if you choose to keep the sand in the tray you can carry on playing here, but if you choose to carry on throwing the sand I will ask you to go and play somewhere else’)
- Command – only used if necessary to immediately stop the behaviour

## **Emotion Coaching**

Our whole school approach centres on Emotion Coaching. Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children, but also parents/carers and staff, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection. Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.



## What Emotion Coaching means in Practice (co-regulation)

- Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone.') as well as validating the feelings and labelling ('You feel angry')
- Step 2: Setting limits on behaviour ('We can't always get what we want.')
- Step 3: Problem solving with the child ('We can sort this out.') We advocate an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling.'

It is important to acknowledge that no individual can control the behaviour of another, but behaviour can be managed. As a school we will always acknowledge that everyone is doing the best they can at the time with the resources they have. This is a really important principle and value to remember and helps us to avoid blaming others when we feel stuck.

## **Complaints**

If a complaint is made from children:

- All children should be offered the opportunity to explain their actions fully and in private.
- The teacher should listen to the child's explanation and try to determine what actually happened rather than make assumptions.
- The children need to understand what is wrong and why and what the consequence will be.
- They should be clearly shown which aspect of their behaviour is not acceptable.

## **Complaints from Parents**

Parents can make an appointment to see class teachers, Assistant Headteachers, Deputy Headteacher/ Headteacher. This is done at the school office or by telephone/ letter.

## **Suspensions**

When making a suspension or permanent exclusion the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2022) is followed.

There is no set pattern as to when suspension/ exclusion is appropriate. A decision to suspend is made on a case by case basis. Usually a suspension results from escalation of extreme behaviours where other sanctions from this policy have failed to address the behaviours exhibited in school. However in some cases behaviour is so extreme that exclusion is given immediately. Suspension can vary in length but will be no longer than 4 days. Work is always sent home and a letter is given explaining the reasons for suspension. On return to school at Cotwall End the child is always welcomed back by a member of the Senior Leadership Team.

Suspension can be triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils
- Gross defiance to all adults within school including refusing to co-operate with senior staff, deputy and/or Head teacher.

## **Permanent exclusion**

In a situation where the behaviour policy and short term suspension are having no positive impact then a pupil may be permanently excluded. In such serious cases advice is sought and guidance followed from the Dudley LA Exclusion Team. When a child is permanently excluded the LA is duty bound to find alternative arrangements for the permanently excluded child.

## **Use of Reasonable Force**

Section 93, Education and Inspections Act (2006) states:

All members of school staff have a legal power to use reasonable force

Acceptable forms of intervention in school may include:

- Leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back
- Holding a pupil who has lost control until they are calm and safe
- Physically moving between and separating pupils
- Blocking a pupil's path
- Use of reasonable force to remove a weapon or dangerous object from a pupil's grasp
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force', for example, to prevent a pupil hitting or hurting someone
- Using more restrictive holds in extreme circumstances

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

### **Policy Maintenance**

To be reviewed annually

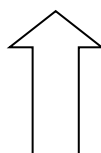
## Appendix 1

### Cotwall End's Flow Chart for Behaviour



Any pupil that has been green all week will receive a gold raffle ticket for a prize draw in Friday Morning's assembly

**Unacceptable Behaviours including but not limited to:** Disruptive behaviour, swearing, physical or emotional harm and threatening behaviour.



**Serious Incidents including but not limited to:** Cyber Bullying, Fighting/Assault, Deliberate Threatening Behaviour, Theft, Verbally Abusive to Staff, refusal to follow directions (safety issue).

**Green**  
Up to 2 verbal warnings given  
Revisit the school values and shared expectations and recommit to these.



**Amber**  
**If behaviour continues**  
Student to be removed from immediate situation eg- sit at the time out table for 5-10 minutes in classroom to think about behaviour.



**Red**  
**If behaviour continues**  
Student removed from the classroom to sit at the timeout table of another member of staff.

**Red**  
**If behaviour continues**  
Student will be sent to a member of SLT or a member of SLT will be sent for.

**Red or Serious Incident**  
**If behaviour continues**  
Student will be seen by the Deputy Headteacher or the Headteacher and parents may be contacted.  
SENCO may write a Personal Behaviour Plan and refer to outside agencies.

Serious Incident



## Appendix 2

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

## Example of Personal Behaviour Plan



Week commencing

**Name** \_\_\_\_\_  
**Class** \_\_\_\_\_

[illegible]