



Positive Relationships Policy

Including Use of Restraint

For Woodhall Primary School, part of the Unity Schools
Partnership

This policy should be read in conjunction with:

- **DfE's Use of Reasonable Force**
- **Woodhall Primary School's Anti-Bullying Policy**
- **Woodhall Primary School's Play & Lunchtime Behaviour Statement**

Date of Review:	July 2020
It was ratified by the Woodhall Primary School Local Governing Body on:	
Date of next Review:	July 2021

POSITIVE RELATIONSHIPS POLICY

Context

At Woodhall Primary School, we pride ourselves on providing a centre of learning excellence that is based on positive relationships. Through these, children's curiosity about the world is ignited and a passion to pursue opportunities is unleashed. This policy is a fundamental component in ensuring this commitment is achieved and applies to all members of our school community.

Aims

It is a primary aim of our school that every member of the school community is respected, supported and valued. As a result, an environment where exemplary behaviour is at the heart of productive learning, is created. Indeed, by promoting positive relationships, and with everyone accepting responsibility for their behaviour, the aims of this policy are as follows:

- Promote high expectations of positive behaviour, courtesy, mutual respect and consideration of others, within and beyond the school environment
- Help all children grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the school community and, ultimately, of wider society.
- Help all children to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others
- Encourage and celebrate individual strengths and achievements of children and staff
- Promote self-esteem and self-discipline
- Build a community which values kindness, care, good humour, respect and empathy for others.

Woodhall's Three Rights

Unlike most school settings, to achieve our aims we do not have a multitude of different rules, instead we have three basic rights. They are the right to:

- Learn
- Be treated with respect
- Feel safe and secure.

Thrive Approach

Underpinning all we do to support positive relationships is the Thrive Approach®. The Thrive Approach® is a dynamic, developmental way of working with children that supports their emotional and social wellbeing. Based on the latest neuroscience research, attachment theory and research into the role of creativity and play in developing emotional resilience, it enables us to continually deepen our understanding of how social and emotional learning develops and can impact our capacity and

availability for wider academic learning – the core purpose of our school.

Positive Relationships | General Statement

Promoting positive relationships involves responsibilities and rights on the part of teachers, support staff and learners. Teachers and support staff are expected to act as role models for children, in terms of their behaviour, appearance and modelled relationships. Children have the responsibility to work together and have the right to enjoy respect and friendship. To support these responsibilities and rights, it is important that there is consistency in practice across the school. This includes:

- Consistent **language and response** – referring to the school’s Three Rights as the basis for all conversations about behaviour
- Consistent **follow-up** – ensures certainty in the classroom; problems are never passed up the line, with all adults taking responsibility for behaviour interventions – support from more senior staff can be given, but never delegated
- Consistent **positive feedback** – routine procedures for reinforcing and encouraging children’s learning
- Consistent **consequences** – defined, agreed and applied
- Consistent **respect from adults** – even in the face of disrespectful children
- Consistent **modelling of emotional control** – emotional restraint should be modelled, as well as taught
- Consistent **routines** – in the classroom, on the playground, in the dining hall, routines should be the same
- Consistent **environment** – positive, visual messages need to be given.

Positive Relationships | Recognition

Intrinsic versus Extrinsic Motivation

Rather than ask, “How motivated are our children?” the question that should be asked is, “How are our children motivated?”.

Based on current research, particularly the work of psychologist Alfie Kohn, rewards do not actually motivate people. In fact, somewhat counterintuitively, rewards can have the opposite effect. For example, a child who loves to read and is intrinsically motivated to do so because they enjoy reading for the internal rewards that come from it, like the enjoyment of the story itself, the satisfaction of completing a book, reading their first book with chapters etc., loses this motivation if a reward is offered. The reward shifts a person’s motivation to be ‘extrinsic’, meaning they will no longer complete a task e.g. read for the love of reading, unless they receive a reward or goody for completing the task. Taking the reading example a little further, they no longer get enjoyment from the story itself or completing a book, the enjoyment comes from receiving a goody.

Furthermore, rewards, like punishments, are ways of manipulating behaviour. They are two forms of behaviour manipulation. “Do this or here is what I’m going to do to

Igniting Curiosity | Shaping Futures

you...” also applies to saying, “Do this and you’ll get...” Rewards, are ‘control through seduction’.

At Woodhall Primary School, we want our children to be self-motivated and curious about the world in which they live. Children are born with these characteristics – you do not have to bribe a young child to show you how they can count to ten, or to name the colours of a rainbow – so, as skillful practitioners, it is the responsibility of teaching staff to facilitate the process by which children are happy to grapple with complex ideas and tasks. They deserve an engaging curriculum and a caring atmosphere so they can act on their natural desire to find out about the world. We achieve this through, what Alfie Kohn describes as, the three Cs of motivation.

Three Cs of Motivation:

1. **Content** – the curriculum offered, the way it is taught and the given tasks need to be interesting and meaningful. If a child is ‘off task’ why is the task not engaging them? Children should not need to be bribed to complete their learning.
2. **Community** – this is not only about our co-operative learning approach, but also about ensuring children feel safe and supported within their environment to be able to ask for help when needed.
3. **Choice** – children need to learn to make good choices, not by following teacher direction, but by making choices! Children need to be given the opportunity to think about what they are doing, how, with whom and why.

Positive Feedback:

Although rewards are counter-productive, we recognise that in the caring and supportive environment of school, children benefit from positive feedback and encouragement; neither of these, delivered correctly manipulates a child’s behaviour. Building on the work of Kohn, John Hattie and Dylan William, feedback and encouragement is offered in the following ways:

1. **Elicited Knowledge** – affirming feedback on what a child knows or can do
2. **Stated Learning** – constructive feedback on new learning and how this is progressing
3. **Action Plan** – next steps broken down in an accessible way.

Although it seems counterintuitive, ‘effort’ is not acknowledged. This is because the use of praise for effort is, at its base-level, a ‘verbal reward’. Despite the rewarder’s best intentions, verbal rewards are controlling. Praise for ‘effort’ is a ‘pat on the head’ (‘pat’ being short for ‘patronising’), that’s offered to a child, by an adult, when that child has impressed or pleased the adult. Like other forms of reward (or punishment), it is a way of ‘controlling’. Praise for effort also tends to devalue a task. The effect of, ‘Well done, I can see you’ve worked really hard’, devalues the activity to one that is completed simply to receive an expression of approval. If next time no approval is given, then the desire to read, draw, write etc. is likely to diminish. Praise is not feedback, it is a judgement, and judgements can be both flawed and biased. For

example, do we genuinely know that a child 'tried' their best? More likely, as adults we project an opinion on how hard a child has worked on a task, which will not always tally with the views of the child, further undermining the case for praise.

Supporting Positive Relationships:

This does not mean, however, that all compliments, thank yous, expressions of delight are harmful. It is the motive for what we are saying that needs to be considered; are our reactions helping the child to feel a sense of control over their life and learning, or are we using praise to alter their behaviour or that of others? E.g. 'proximal praise'?

By supporting children to become increasingly independent and self-disciplined positive relationships will be enhanced. We recognised that involving parents/ carers in this process can also be extremely powerful. We achieve this in three ways:

1. **Positive Notes** – using Class Dojo, class teachers will periodically send messages home to parents/ carers, to share the learning achievements of a child.
2. **Golden Leaf** – for those children who demonstrate high expectations of positive behaviour, courtesy, mutual respect and consideration of others, a 'Golden Leaf' is awarded as acknowledgement of their achievement. The 'leaf', as such is not considered a reward as it is not a device to manipulate behaviour, it is an acknowledgement of a child becoming a positive, responsible and increasingly independent member of the school community.
3. **Celebration Events** – parents/ carers will be periodically invited in to school to view children's work, in a celebration of children's learning.

Negative Behaviour | The Restorative Approach

Any behaviour that breaches the school's Three Rights should be addressed using the continuum below. When dealing with any negative behaviour, the following should be adhered to:

- *Be calm* – children should be dealt with calmly, firmly but fairly, referring to what behaviour was inappropriate, and why a consequence is being applied
- *Address the behaviour, not the child* – it must be clear that it is the child's behaviour that is inappropriate, not them as an individual
- *Learning from mistakes* – it must be made clear what changes in behaviour are required to avoid future consequences
- *Collective blame* - group punishment should be avoided as it breeds resentment

In addition, the following list of behaviours, which is not exhaustive, provides a clear indication of the major behaviour offences deemed unacceptable at this school:

- Refusal to accept the authority of a member of staff
- Physical abuse to a person or property (e.g. vandalism, hitting, kicking, biting, punching, spitting, fighting)
- Verbal abuse (e.g. swearing, offensive name calling).

Igniting Curiosity | Shaping Futures

- Bullying of any kind (including abuse directed by reason of another individual's age; disability; gender reassignment; race; religion or belief; sex; or sexual orientation)
- Stealing
- Offensive hand gestures
- Abuse of internet privileges and cyber bullying
- Leaving the premises/ classroom without permission

These behaviours require the immediate attention of the Deputy Headteacher or Headteacher, and possibly the involvement of parents.

Negative Behaviour | Continuum of Positive Relational Support

Steps to follow if negative behaviour is displayed:

- | | |
|---------------|---|
| Step 1 | Redirection
Gentle encouragement, a 'nudge' in the right direction |
| Step 2 | Reminder
A reminder of the expectations, Learn, Respect, Safe – delivered privately wherever possible. Repeat reminders if necessary. Every effort should be made to de-escalate and decelerate, where reasonable and possible, at this stage. |
| Step 3 | Caution
A clear verbal caution delivered, privately where possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. |
| Step 4 | Time Out
Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. |
| Step 5 | Internal Referral
At this point the child should be referred to another classroom for the remainder of the lesson. All internal referrals must be recorded on the behaviour section of CPOMS |
| Step 6 | Reparation
A restorative meeting should take place before the next lesson. Support from another teacher and/ or a senior leader can be provided if deemed appropriate. |
| Step 7 | Formal Meeting
A meeting with the teacher, child and senior leader, recorded on the behaviour section of CPOMS, with agreed targets that will be monitored over the course of two weeks. |

Step 8 Serious Breaches

In the case of a child behaving in a seriously inappropriate manner e.g. abusive, violent or disruptive manner, it will be at the discretion of the Headteacher to engage the exclusion procedure:

- *Fixed-term* – the duration of a child’s exclusion will increase from 1 – 5 days. Beyond this the Headteacher may choose to impose a longer period of up to 15 days. After a period of fixed-term exclusion a child and their parent will be required to meet the Headteacher before returning to school.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

- *Permanent* – the headteacher may also exclude a child permanently. It is not possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion. However, the headteacher can issue a permanent exclusion to begin immediately after a fixed-term exclusion, if the circumstances are deemed appropriate.

In the case of an exclusion the Headteacher will:

- Inform the parents immediately giving reasons for the exclusion.
- Make it clear to the parents that, if they so wish, they can appeal against the decision to the governing body.
- If the exclusion is for more than 5 days, or permanent, inform the Trust, the Suffolk County Council and the Local Governing Body.

Use of Restraint

Where children are in danger of harming themselves or others, the teacher is empowered to use physical restraint to prevent possible injury. Under the Education and Inspection Act 2006, section 93, teachers and learning support assistants have the legal right to use reasonable force to prevent a pupil from committing any offence, causing personal injury or damage to property or persons or prejudicing good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise. At Woodhall Primary School the site manager and office staff are also approved staff.

For further information see Appendix B.

Visits out of school

Where there are serious concerns about a child’s behaviour, which may jeopardise the safety of others during an educational visit, the child may be prohibited from attending. In this instance, the child will be educated in another class.

Prohibited Items

Where a prohibited item (Appendix C) is confiscated, this will be kept at the school office for collection by the pupil at the end of the school day. If the item is potentially

dangerous or if it is persistently confiscated, the child's parent/ carer may be asked to collect it. If it is not collected after one week, it may be disposed of.

If a child is suspected of carrying a prohibited item, it may be necessary to search them. Two members of staff will always be present if a search has to be undertaken.

Monitoring & Review

This policy will be reviewed annually and monitored by the governing body.

Appendix A: Restorative conference

- A restorative conference that takes a 360-degree view of the learner will be convened. This meeting will include the PLC, Teacher, Learner, Learner advocate (if requested), Parent/Guardian, Governor representative (for schools) and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour.
- If the learner refuses to attend or engage with the Restorative Conference, then the process moves to the final stage.

Appendix B

The use of reasonable force to control or restrain pupils

From 1st September 1998, the powers of teachers and others in schools to use reasonable force when in charge of pupils has been clarified. The use of corporal punishment is not authorised.

When may reasonable force be used?

- Where a criminal offence is being committed;
- Where pupils may injure themselves or others or damage property
- Where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils;
- When the action occurs on the school premises or during an authorised activity off the premises.

Who may use it?

People authorised by the Head teacher e.g. those among the staff who are formally trained. In the case of an emergency, any staff in attendance may restrain a child. Where force is used, a written record of the situation should be made and given to the Head teacher.

What is regarded as reasonable force?

If used, force must be reasonable, necessary, proportionate and a last resort. Examples of reasonable force include:

- Physically interposing between pupils;
- Standing in the way of a pupil;
- Holding, pushing or pulling;
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.

In extreme cases more restrictive holds might be used.

Types of incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury;
2. Where there is a developing risk of injury, or significant damage to property;
3. Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;

- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure himself or herself or others;
- A pupil attempts to abscond from a class or tries to leave, where they would be at risk out of the classroom or school.

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Following such an incident, any complaints should be made, in writing, to the Head teacher in the first instance, who will follow the agreed complaints procedure.

Appendix C

Prohibited Items and Searching

The Head teacher or other members of the Senior Leadership Team may search a child's property. The Head teacher or senior leader will always be accompanied by another member of staff if a search is conducted.

Searches will generally be with the consent of the child e.g. checking for lost items in a school bag. However, if the child is suspected of having a prohibited item, a search may be undertaken without consent. Prohibited items may include:

- toys
- fidget spinners
- trading Cards
- mobile phones,
- electronic games and devices,
- knives,
- weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- matches/ lighters
- fireworks,
- pornographic images,
- any article that the member of staff reasonably suspects has been, or is likely to be used to:
 1. commit an offence,
 2. cause personal injury to, or damage to the property of, any person (including the pupil)

The school retains the option of calling the police, who may decide to conduct a search.

Appendix D

School Procedures for dealing with aggressive adults

The school's Positive Relationship Policy clearly states that it applies to all members of our school community. In the event of staff having to deal with an aggressive adult, the following procedures will be adopted:

- Staff will do their best to remain calm and deal with the query but make it clear that the individual's behaviour is unacceptable and against the school's ethos.
- Encourage the adult to discuss the query away from the main thoroughfare. In the case of aggression over the phone, encourage the adult to come to school to meet senior leaders.
- Ensure another member of staff is present to act as a witness. In the case of aggression over the phone, if available, office staff can act as a witness if the call is put on speaker.
- If the adult becomes abusive or in any way threatens a member of staff, the member of staff should withdraw giving the adult time to regain their composure. Line of sight should be maintained. In the case of threats made over the phone, the member of staff should explain that the call will be terminated if the adult does not regain their composure.

If the adult continues to be aggressive they will be asked to leave the premises. The headteacher, deputy headteacher and/ or assistant Headteacher will be informed immediately:

- The adult will be escorted from the premises
- If the adult continues to refuse to leave, the police will be called
- Once removed from the premises, it is vital that staff involved in the incident write down exactly what happened. They should base their report on what they actually saw and heard, not what a third party told them. This should be signed and dated – although there is no set format for the report. A copy should be kept by the member of staff. Copies should be given to the Headteacher and Chair of Governors.
- The Headteacher will investigate the incident and write to the adult outlining their course of action. The adult could be banned from the premises. A copy of all communication with the adult will be sent to the Chair of Governors
- The Headteacher will contact Trust directors.

In the event of aggression between parents on the school premises, the Headteacher and/ or Deputy Headteacher will be immediately informed. The same course of action will be followed as above.