

Thomas Jones Primary School

Positive Behaviour Policy

This Governing Body of Thomas Jones School adopted this policy on 19th November 2018. It will be reviewed every two years by the Head teacher and submitted to Governors for formal approval.

Pupils' behaviour at Thomas Jones is exceptionally positive. This has been validated by Ofsted, Her Majesty's Inspectors and the many individuals who visit the school. This reflects our ethos and clarity of purpose. The school has strong school leadership which assists all members of staff to work to clear and exacting standards. We have exacting standards regarding positive behaviour and are overtly pedantic regarding even relatively minor incidents. Crucially, the school takes an overtly proactive and pre-emptive stance to safeguard the gentle and calm environment that exists. Positive behaviour depends on trust and positive relationships between pupils, staff and parents/carers. Thomas Jones acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Principles of Positive Behaviour

- Pupils should always be offered an opportunity to remedy any negative behaviour and self-discipline is promoted.
- Pupils should be encouraged and praised for behaving positively.
- Guidance/advice regarding ways of improving behaviour should be constructive and accessible.
- Raised voices are discouraged but when deemed appropriate should be used rarely and in a controlled fashion.
- Mutual respect between children, staff and children and staff and parents/carers is at the heart of positive behaviour and should be modelled at all times.
- It is the school's responsibility to regulate conduct of all pupils in and around the school where possible.
- Parents/carers will always be kept informed and encouraged to work in partnership with the school to resolve issues in an expedient and linear fashion. A positive tripartite relationship between school, child and parents/carers is integral to ensuring positive behaviour.

Key Values

Pupils are expected to:

- act upon advice and/or warnings immediately
- focus on learning and complete assigned work
- be consistently kind and friendly
- respect each other
- consider the manner in which concerns are expressed and use formal standard English when interacting with staff, parents/carers and other pupils
- recognise that opinions are not truths
- behave consistently and conduct themselves reasonably in the classroom, around the school, playground and outside of school with their peers
- avoid interfering with others' belongings
- be honest

- wear full Thomas Jones uniform

The school community does not tolerate peer on peer abuse including bullying, racism or homophobia (*please see 'Peer on Peer Abuse' on pages 6-9*). Negative incidents should be reported to a member of staff at the earliest opportunity. We maintain a quiet area in the playground for those pupils who do not wish to play physical games. On educational outings pupils are expected to act as ambassadors, bringing credit to themselves, their families and the school. For health and safety reasons children are not allowed inside the school buildings at any time without supervision. The school takes an extremely serious view of behaviour such as defiance or rudeness or non-compliance.

Although rare, we also do not accept:

- behaviour that intentionally causes harm
- fighting, including so called 'play fighting'
- lying
- spitting
- damaging resources/others' belongings

If a child is found to have made malicious accusations against school staff, then this is treated with the upmost seriousness and disciplinary action will be sought. This will include meeting formally with parents/carers and quite possibly a fixed term exclusion. Incidents of such will be dealt with on an individual basis.

Misbehaviour

Our system of offering clear guidance – this can sometimes crudely be a warning, and using praise/and or when necessary reprimands or sanctions – is highly successful. If for any reason a pupil opts to ignore this we would use the sanction of removing break time or removing a child from their classroom or learning environment as an opportunity to reflect and improve.

If behaviour is such that it threatens the safety of others, is causing a serious disruption to school life, is affecting the education and/or welfare of the pupil or others, is a serious case of disobedience to a responsible adult in school or has been continuing over an extended period with no sign of improvement, a formal fixed term exclusion may be applied.

Warnings, guidance and advice are usually acted upon by pupils immediately. However, occasionally it is not and the decision is then at the discretion of the Head teacher whether or not to take action. Our mantra 'treat minor incidents as though they are significant and prevent more serious incidents from arising' is at the core of our approach and reflects a desire to ultimately eliminate any form of negative behaviour. In some cases, parents and children will be warned in advance that formal exclusion from school could be a possibility for them. We know that formal exclusion from school may cause inconvenience for parents but we do not see this as a measure designed to punish parents. The purpose is to bring home to the child the serious nature of the misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are unacceptable. Excluded children are given learning to do at home.

How we further improve behaviour in the school

We work with children in the classroom and around the school to help them achieve, in the broadest sense. This includes achievement in terms of both learning and social behaviour and their interactions with one another and others.

There are two key elements to our approach:

- Praising positive behaviour
- Consistency pertaining to how incidents of misbehaviour are tackled

We will always model, praise and reward positive behaviour. We will support children to develop positive relationships with each other through the PSHE curriculum and give children the tools they need to communicate their wants and needs. These tools include:

- Clarity about the expectations we have of them, these should be displayed in an age-appropriate way in each classroom
- Secure and trusting relationships with the adults around them
- Role-play sessions to explore responses to situations and feelings
- Routines and structures to help children manage transitions and changes in activity

Younger children or children with SEN may also require:

- Visual timetables to support the above and help children feel in control of their day
- Makaton signing
- Picture cue cards
- Adaptations to timetables and the removal of barriers to learning.

Our environment will support positive behaviour by:

- Being a calm place to learn
- Being visually stimulating and a warm, friendly and exciting place to want to be
- Having excellent role models of love and care in all school staff
- Being clean, tidy, organised and child friendly

Strategies for effective classroom management

We utilise strategies at different levels in order to manage classes so that they are a positive environment for successful learning. The strategies have been put into levels to remind us that there are a range of approaches available to staff to deal with a range of classroom behaviour. The levels should also help promote consistency. Each teacher has his/her own classroom values. Each teacher ensures that his/her class know these and they fit the ethos of the school.

How we deal with incidents of misbehaviour

There are set procedures for dealing with misbehaviour. Any of these can be used as appropriate.

Level 1

Appropriate ignoring
Positive verbal warnings
Reasoning
Visual cues

Level 2

Verbal warnings and stating consequences
Restricting playtimes

Moving the child within the classroom

Organising for the child to tackle learning on a separate table

Involving parents/carers informally once an appointment has been made or via telephone conversation

Time out of class with a member of the leadership team

Level 3

Meeting with parents/carers (see above)

Weekly meeting with parent/carer to discuss behaviour (only in more serious situations)

Parent/teacher communication books

Behaviour charts/ books to support positive behaviour

Level 4

Formal fixed term exclusion

Level 5

Formal permanent exclusion

The use of signing and/or visual cue cards may be used to support these levels in the cases of children with SEND. See 'Children with SEND' p 5-6 for details of adaptations to learning or provision to support positive behaviour of children with special educational needs or disabilities.

Rewards

Children are praised and rewarded whenever possible in a variety of ways:

- Positive gestures and acknowledgement of good behaviour and achievement
- Assemblies celebrating achievement
- Certificates for achievement in school
- Praise from staff across the school

Rewards may differ from class to class as the class teacher deems appropriate.

Additional points

- It is particularly important to administer sanctions fairly and to ensure that particular groups of children are not inadvertently discriminated against.
- Consistency in dealing with incidents of negative behaviour is imperative.
- All staff have access to professional development concerning positive behaviour management from the Leadership Team. This will be in the form of INSET training as well as through staff appraisal. Aside from these, the Leadership Team at Thomas Jones very much keep an 'open door' policy and all staff are encouraged to seek advice and gain support at differing levels as and when is necessary.
- It is vital that all our procedures are understood by all adults in the school, by children and by parents. The behaviour policy is accessible on the school's website and is available in hard copy on request and is revisited by staff and communicated to parents/carers and children at the beginning of each year.

Liaison between home and school/Tripartite Relationship

Liaison between home and school and good relationships between teachers and parents/carers are always of great benefit to children, especially if a child experiences difficulty in behaving as expected in school. We believe in keeping parents well informed of any behaviour problems that a child may be experiencing at an early stage rather than

allow more serious problems to arise. If parents have any concerns about their own child's behaviour we like them to tell us. Similarly if they feel their child has experienced a problem that we don't know about or if they feel there has been a mistake in the way an incident has been handled we ask them to let us know. We try to help children with their difficulties in the fairest and best possible way. Much time is invested in investigating incidents proportionate to the seriousness of the incident. These investigations are conducted by either the class teacher or a member of the Leadership Team and are summarised to parents/carers as necessary.

We ask parents not to intervene with another parent/carer's child and not to reprimand someone else's child but to see us first if they think something is the matter. We think that all parents prefer to know and have a right to expect that their children will be disciplined appropriately and fairly in school by someone whose job it is to do so. Similarly we ask children and parents/carers not to pursue in school, problems that may have arisen in the community outside school, as we feel this puts unfair pressure on the children.

If we do hear that children have been involved in any kinds of problems on the way home from school or if we receive complaints about them outside of school time we speak to them about this and let parents know, particularly if their relationships or behaviour with other children at Thomas Jones are likely to be affected. We are also happy to support parents who are experiencing difficulty with their children at home by discussion with the child in school if the parents feel this would be helpful. Liaison with other agencies to further support parents/carers at home may be sought if both the school and parent feel this would be useful.

The transition to secondary school or another primary school is managed carefully by the Leadership Team if they feel extended communication needs to occur to enable a child to settle more effectively. Similarly, if the school receives a child mid-way through their schooling we may seek communication with the child's previous school to establish and develop positive behaviour by the child. By listening to each other and working together, we create a caring, supportive school.

Friendship difficulties that result in unpleasant/hurtful behaviour

From time to time children fall out with each other, or their play takes a turn for the worse. This can result in snatching, pushing, pulling faces, name calling etc. Thomas Jones will invest time in both parties to discover what went wrong and in more serious incidents, investigate more formally. It is inevitable as children grow and develop that they will fall into some friendship difficulties at school and all children are equipped to cope with this differently, depending on their current level of development.

In the moment of upset, adults will ask both parties to take time out apart to calm down and let their stress levels come down. An adult will then follow up with a chat about what happened and apply any possible sanctions as necessary. It may be appropriate for the children to have a sanction to underline that the choice they made was wrong, in other cases, apologies to each other and a chat may be enough to settle the incident.

Children with SEND

This section should be read in conjunction with the school's *Special Educational Needs and Disabilities Policy*.

Children with SEND have the same right to learning within a safe and warm environment as any other child and Thomas Jones School recognises and prioritises that. Thomas

Jones has an exacting set of standards for all children regardless of their age and any other current difficulties they may encounter. However, we also recognise that children with SEND may require additional support or adapted boundaries within the Positive Behaviour Policy to function well at school. Children with SEND and current emotional and behavioural difficulties may require some of the following strategies to further support their behaviour at school:

- Use of visual timetables, 'now and next' boards and/or cue cards
- Makaton sign language
- Support from outside agencies such as speech and language therapists, occupational therapist, educational psychologists
- A personalised Child Support Plan devised and agreed with parents/carers
- Additional support from teachers, teaching assistants and/or learning support assistants
- A personalised and adapted daily timetable, including possible inclusion in other year groups' learning sessions.
- Additional resources during learning time such as word mats, visual prompts, adapted tools and seating arrangements.
- Additional adaptations to remove any individual barriers to learning.

Parents/carers of children with SEND will have a regular and frequent dialogue with adults working with their children. If behaviour issues that prevent their child from reaching their full potential worsen, then additional more formal meetings will occur to enable the school and parents/carers to work together and take joint responsibility for the situation. The school will always aim to advise parents on dealing with negative behaviour of children with SEND at home.

If a child has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group, as well as the above outside agencies may be contacted and additional advice sought in agreement with the parent/carer.

Children with SEND and Exclusion

At Thomas Jones we understand that children with some special educational needs, such as Autism, think and learn differently and that they may have behaviour triggers. We understand that these children may be at risk of exclusion if their behaviour triggers are not managed and reduced or eliminated where possible. We will ensure that appropriate adjustments are made within school to support children with autism and other special educational needs to be able to access learning and other activities without such behaviour triggers being stimulated. We will actively identify barriers to learning in the classroom and the support needed to remove these barriers to ensure these pupils can learn, are happy, behave positively and thrive. Appropriate adjustments may include the training of staff, setting routines that support the child, adapting the environment or learning, providing safe spaces, providing individualised equipment and resources, providing a choice or the breaking down of tasks.

Peer on Peer Abuse

Thomas Jones School does not accept peer on peer abuse of any nature or degree, it is unacceptable and will not be tolerated. Everybody within the school community has the right to be treated with respect and pupils who engage in peer on peer abuse need to learn different ways of behaving with shared school and parental guidance. Incidents of negative behaviour at Thomas Jones are dealt with swiftly and this reduces opportunities

for peer on peer abuse to occur. This is reflected by the rarity of cases. However, it is the school's responsibility to respond effectively and swiftly to any reports of such abuse.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- honour based violence; and
- initiation violence or ceremonies/rituals.

(Keeping Children Safe in Education, 2018)

Bullying is discussed throughout the school community openly and we aim to provide children with a clear understanding of what bullying is. This is summarised as '*repeated and/or systematic intimidation of a (child) that is deliberately carried out in order to cause physical or emotional harm*'. This definition is also shared with parents if allegations of bullying arise. It is often the case that the term bullying is used incorrectly which is why we aim to educate the entire school community.

Specific types of bullying may include:

- bullying relating to race or colour, religion or belief or culture;
- bullying related to special educational needs and disabilities (SEND);
- bullying related to appearance or health conditions;
- bullying related to sexual orientation;
- bullying of young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying, including homophobia;
- bullying using electronic forms of contact (cyber bullying).

Bullying can be verbal, physical or indirect:

Physical - hitting, kicking, hiding or taking belongings

Verbal - name calling, teasing, insulting, writing or sending unkind notes or messages, including cyberbullying

Indirect - (emotional) being intentionally unfriendly, excluding, nasty looks, spreading rumours or (cyber) email and internet chat room misuse, mobile phone threats by text, calls, social websites

Aside from maintaining a zero tolerance stance to bullying and peer on peer abuse, as a school we encourage open lines of communication between children, staff and parents/carers. If a child thinks they are being bullied or abused they are encouraged to speak to any member of staff they feel comfortable with and/or their parents. If this is difficult for children they may instead draw or write down what has happened. Open lines of communication mean peer on peer abuse can be prevented or stopped early on and situations do not escalate for the worse. Similarly, parents are encouraged to speak to school staff should they have any concerns, in the first instance, with their child's class teacher. We encourage that a mutually convenient time and place is set aside for this

conversation. The following list 'Signs of bullying/Abuse' should be referred to if any adult has a concern.

Signs of bullying or abuse may include:

- Quietness at the end of the day and reluctance to discuss their day
- Bedwetting or sleeplessness
- Reluctance to come to school
- Loss of appetite
- Unusual or strange behaviour or moodiness
- Disinterest in their school work or home life
- Nail biting or nervous habits

School measures to prevent peer on peer abuse

- Staff and children follow and model the school core value of showing respect and valuing other people, their property, beliefs, feelings, learning and abilities.
- Creating and maintaining a sense of 'family' within the school community enabling positive cohesion.
- Staff to continuously develop the emotional literacy of the children and work to develop their confidence and self-esteem.
- To actively teach and empower children to say "*Stop it, I don't like it*" from Nursery class upwards in order to develop an independent and robust nature.
- To use assemblies as a forum to role play scenarios, directly using children to act parts and deliver messages in an age-appropriate forum.
- The school leadership team to directly deliver messages concerning the zero tolerance stance on peer on peer abuse.
- To directly teach children about positive behaviour as part of the PSHE curriculum.
- To directly teach children about e-safety and cyber bullying through the Computing curriculum.
- Staff to be good role models to the children at all times.

Stages of Action taken by the school

Upon peer on peer abuse being reported to a staff member, thorough initial investigations would take place to validate the accusations or not. If peer on peer abuse was found to have taken place, the following stages would occur:

1. The victim would be spoken to by a trusted staff member and/or member of the school Leadership Team to clarify events and reassure.
2. In an incident of peer on peer sexual harassment or violence a risk assessment would be completed immediately to ascertain risk and set out actions to minimise future risk. See Appendix D
3. The perpetrator would be spoken to by a member of the Leadership Team and their class teacher. Opportunities to respond to the allegations would be given and both sides listened to. The incidents would be discussed fully with the children to ensure that both parties fully understand the seriousness of what has occurred.
4. A suitable sanction would be set. This may include missing playtime/times for a given period, writing a letter of apology, meeting with the Head teacher or internal, fixed term or permanent exclusion. The sanction would be agreed by a member of the Leadership Team.
5. A restorative meeting/conversation between the perpetrator and the victim would take place with staff supervision so an apology could occur.
6. The perpetrators parents/carers would be informed about the incidents of abuse.

7. The victim's parents/carers would be informed about the incidents (if necessary) and updated with how they have been dealt with.
8. Depending on age, the perpetrator may be asked to re-read the school's Positive Behaviour Policy.
9. The incident of abuse would be shared with all staff through staff briefing and ongoing close monitoring of the relationship between the children would take place.
10. If deemed necessary, either the victim and/or the perpetrator may receive additional support through Play Therapy, outside agencies such as an Educational Psychologist or personalised strategies set by the Class Teacher/Leadership Team as ongoing development.

Fixed term and permanent exclusion from school.

An exclusion would only be considered in a case of extreme and continuing negative behaviour, peer on peer abuse, bullying, sexual harassment etc. Any exclusion would be discussed and agreed by the Chair of Governors and the Head teacher. Records will be kept in respect of serious and repeated cases of peer on peer abuse and regular reports are given to governors. These records may include:

- handwritten notes of incidents by members of staff from both the playground and the classroom
- incident forms
- reports to governors

Use of Reasonable Force

Safety of children and staff always comes first at Thomas Jones. Restraining a child is an infrequent occurrence and is always a considered action. Physical intervention is **only** used as a last resort when other de-escalation techniques have failed or the child in question has a history of aggressive behaviour that will cause harm to themselves and/or others if left unchallenged.

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force along with guidelines for this within "Keeping Children Safe in Education" 2018.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

Staff should only use physical restraint if absolutely necessary to keep a child or other children or adults safe. Other options should first be sought to de-escalate a situation. Individual plans should be created as required to minimise the likelihood of challenging behaviour.

Alternatives to Physical Intervention

Staff should always use a number of strategies to calm a child down in order to avoid physical intervention where possible. Examples of these may include:

- Talking about the problem
- Offering choices

- Using distraction
- Using humour
- Stating boundaries and consequences.

Which strategies are adopted by the staff member will vary from situation and child.

Use of Physical Intervention

If a range of strategies to calm the child down have not worked, staff may use positive handling strategies to physically restrain a child. Staff must always act within agreed guidelines, procedures and the safety of all concerned are the first priority. The amount of force used should be reasonable in the circumstances and positive handling will include a hierarchy of responses which move from the least restrictive to the more intrusive, where necessary. Staff should aim to use:

- A standing position, friendly hold, single/double elbow, figure of four or wrap.
- A seated position, single/double elbow, figure of four, leg/ankle hold.
- A seated ground position, wrap or kneeling single/double elbow hold.

Staff should avoid taking children onto the ground in the prone position wherever possible. Such a strategy would require exceptional circumstances, proper training of staff and should also be identified in a child's Child Support Plan or Behaviour Plan and agreed by all parties as an endorsed procedure for that child.

Details of all of the above are distributed to staff annually in September, as well as mid-term if a child arrives at Thomas Jones who may require physical intervention regularly.

Post Physical Intervention

A situation should be deemed safe for all before recovery can begin. Once this is so, the staff member involved should reassure the child and then follow up with discussing the incident, including provocation and alternative ways to deal with it in the future. The time scale of this conversation taking place will vary from child to child and may be immediate, or later that day before the child goes home. Staff working with the child should aim to support the child in finding more acceptable and appropriate ways to manage their feelings and responses.

Staff will need to record the incident where they used restraint in a formal written manner. This should be done on the incident forms found in the Deputy Head's Office. Once complete they should be shared with the Deputy Head and the child's Class Teacher (if another member of staff dealt with the incident). This should be done as soon as possible after the incident. Parents/carers should be informed about the incident of restraint on the same day, whether at home time or by telephone. Professional development for staff members may occur as a result of an incident of restraint if the Leadership Team see it necessary. Debriefing may occur between staff members directly involved with the child as soon as possible after the incident.

Emma Jones
November 2018

Review Date: November 2020

APPENDIX A

Procedures for dealing with more serious behaviours/anti social behaviours:

Anti social behaviour of a serious nature is reported immediately to the Head teacher. In deciding whether behaviour warrants reporting to the Head or Deputy Head, staff will take into account the age of the child/children.

In-School Procedures:

- Always listen carefully to the child/children, report all serious incidents immediately to the Headteacher/Deputy Headteacher. Incidents are recorded.
- A copy of the account of the incident and action taken may be shown to the parents/carers of all children concerned with children's names covered for data protection purposes.
- The details of the incident will remain confidential to the school and the parents unless further disciplinary action is necessary (i.e. in the event of exclusion).

Involving parents in procedures

- For instances of serious behaviours, for example, a serious fight, bullying or a serious racist incident, parents will be contacted immediately and invited to come to the school.
- Should a child be involved in several such incidents in any one term, the Head will usually ask to meet the child's parent/s in order to discuss further actions. At this meeting the Head will advise the child's parent/s that should such serious incidents of anti-social behaviour continue, exclusion procedures may be implemented.
- In the rare event of a particularly negative incident e.g. physical aggression of a degree that might seriously injure a child, physical or verbal abuse towards a member of staff or repeated negative behaviour, exclusion procedures will be immediately implemented. In the first instance a child will be excluded for a fixed period of less than five days of duration.

APPENDIX B1

Unacceptable behaviour in the classroom

- Racism
- Rudeness
- Answering back
- Calling out
- Arguing
- Muttering
- Pulling faces
- Pushing/shoving
- Refusing to do something
- Annoying others
- Not sharing
- Not obeying instructions
- Snatching
- Throwing things
- Swearing
- Name calling
- Stealing
- Lying
- Cheating
- Eating in class
- Destroying other's work
- Rubbishing other's work
- Insulting remarks regarding clothing
- Belittling
- Fighting
- Leaving the room without permission
- Vandalism
- Bullying
- Not lining up properly

APPENDIX B2

Unacceptable behaviour in the playground

- Rude and offensive comments about others' families
- Pulling faces, rude gestures
- Verbal abuse of any kind
- Play fighting
- Any form of physical abuse
- Excluding peers from a game
- Improper use of equipment
- Not returning equipment
- Pushing/pulling
- Misuse of toilet and water facilities
- Damaging playground games
- Running in the Quiet Area
- Going to the water fountain after the bell has been rung
- Not lining up in silence
- Refusing to obey instructions
- Playing inside the building

Unacceptable behaviour in and around the school

- Running
- Using aggressive language
- Loitering inside the building
- Shouting
- Any form of verbal abuse
- Playing loudly/actively in the Quiet Area
- Slamming doors
- Spitting
- Play fighting
- Vandalism
- Bullying
- Rudeness
- Leaving the school by the main door

APPENDIX C

School Values

- Our motto is 'Be kind and friendly'.
- Children are expected to walk sensibly and quietly around the building at all times.
- We expect children to be absolutely silent when coming into and leaving assembly; teachers stay in assembly with their classes during whole school assemblies on Monday and Friday.
- No nail polish, toys, boots, rings, necklaces, earrings other than small studs or large watches are allowed.
- Adults and children are expected to treat one another with courtesy and politeness. Inappropriate language is not acceptable, nor is any form of fighting or name-calling.
- Children are never allowed off the premises without permission from the Head teacher.
- Children are not allowed to work unsupervised in the classroom.

Whatever their origin or religion, sex or culture we hope that all children will feel welcome in our school and learn to accept one another. We want our pupils to have a sure sense of moral obligation. They are expected to treat all people with respect. We keep an incident book for any seriously inappropriate behaviour, including racist remarks or actions.

APPENDIX D

Risk Assessment for Peer on Peer Sexual Harassment or Abuse
To be added once provided by the borough.