

Pownall Green Primary School

Love learning, love life!

Behaviour and Relationships Policy

Subject Leader(s): Headteacher

Aligned governor: Chair of governors

Policy reviewed: May 2024

Next Review: May 2025

Legal duties

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Key principles

- **Unconditional positive regard**
All children will be treated with unconditional positive regard at all times. It is the behaviour that we do not accept and never the child.
- **Relationships come first**
Our school ethos promotes strong relationships between staff, children and their parents/carers through the use of restorative approaches.
- **Behaviour is a form of communication**
We consider what might be underpinning a child's behaviour. We consider the child holistically and in context. Their behaviour might be a response to an unmet need.
- **Promote a positive approach**
We spot children behaving well/ doing the right thing. We offer specific and descriptive praise (or for those children who find it difficult to accept praise, offer discrete non-verbal feedback). We avoid global statements such as "good boy".
- **Children need predictable routines, expectations and responses to behaviour**
To help children feel safe, their educational environment needs to be high in both nurture and structure. We recognise that children need predictable routines, expectations and responses to behaviour.
- **'Authoritative' rather than 'Authoritarian' approach.**
The adults in school take an approach where they are 'in control' rather than being 'controlling'.
- **Adults are the role models for behaviour**
Emotional and behavioural regulation must be modelled by the adults in school and not just taught.
- **Consequences should not shame children**
Consequence that can shame children may lead to potentially more negative behaviour and negatively impacts on the relationship between the adult and children. Consequences should help children learn how to manage their behaviour.

- **Effective home- school partnerships**

Communication from school is proactive and positive rather than reactionary and punitive, and communication that emphasises similarities between home and school rather than differences.

- **A whole school approach**

All members of staff are responsible for supporting the behaviour of children across the school. Relationships are everybody's business! We promote a consistent approach that is embedded across the school, through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community.

Golden Values

The ethos of our school is portrayed through our Golden Values, which are displayed in every classroom and in other areas around the school. These values are regularly referred to.

We listen and learn from each other.

We are kind and helpful.

We work hard and celebrate success.

We tell the truth.

We look after the environment and property.

We include everyone.

Recognition and rewards

Recognition and rewards at a school level

1. Headteacher awards – visit to the Headteacher for personal praise and a Headteacher's sticker
2. Golden child nomination – Names and personal reason published in the newsletter and a certificate presented in assembly

Recognition and rewards at a classroom level

1. Recognition board – This mechanism focuses on the positive behaviours displayed within the class and aims to motivate others to do the same.

Each classroom has a recognition board (usually on the white board) where children who go over and above the expectation of them can be recognised. Names of children who have gone over and above will be written on the board. We never write children's names on the board for unwanted behaviour because this can be shaming for the child.

2. Praise postcards – This mechanism focuses on giving individuals specific personal praise that can then be shared at home with their families.

Each day teachers send home a number of praise postcards that give specific personal praise to children.

3. Reward time – An allocation of 25-minute reward time is automatically awarded to every child weekly, in anticipation of all children following the Golden Values. Teachers decide what activities will take place within the reward time.

Strategies in managing unwanted behaviour

Strategies in managing unwanted behaviour		
	<ul style="list-style-type: none"> • Keep a cool head and a warm heart. • Remain curious about what children's behaviour is trying to communicate. • Strategies should be reasonable, proportionate and necessary appropriate to the individual. • Start with the least intrusive strategy e.g., gentle encouragement and reminders. • All learners must be given 'take up time' in between steps. • Restorative Approaches are used to reflect upon and learn from behaviour. • Consequences should link to the Golden Values and repair the harm done. <p>Reasonable Adjustments We appreciate that some behaviour will be linked to children's specific needs and this will be taken into account when deciding how to respond to behaviour. This is dependent on the type of behaviour exhibited. We will always ensure that our response is a proportionate measure to achieve a legitimate aim, in line with the Equality Act 2010. In the case of school behaviour, a legitimate aim is to ensure that we maintain a safe and productive learning environment.</p>	
Level of harm	Examples of behaviour (not an exhaustive list)	Stepped Consequences
Low harm	<ul style="list-style-type: none"> ○ Any stand-a-lone, low-level infringement of the Golden Values. 	<ul style="list-style-type: none"> ○ Natural consequences linked to the Golden Value
Repeated low harm	<ul style="list-style-type: none"> ○ Harm behaviours (as above) that are causing increasing harm in terms of its persistence or impact 	<ul style="list-style-type: none"> ○ Natural consequences linked to Golden Value ○ Reflection/ Repair in Golden Time ○ Parent informed ○ <i>Possible Home – School Reflection Card</i> ○ <i>Possible time away from class e.g. in buddy classroom</i>
High harm	<p>Behaviour that results in high harm to others:</p> <ul style="list-style-type: none"> ○ Bullying ○ Racism / Homophobia ○ Discriminatory language ○ Personalised unkind comments ○ Threats to harm others ○ Physical hurting others (deliberate or wreck-less) ○ Sexual harassment/violence ○ Major damage to property/equipment (deliberate or wreck-less) ○ Swearing (directed at a person) ○ Repeated low-harm behaviours that persist and cause impact to others 	<ul style="list-style-type: none"> ○ Natural consequences linked to Golden Value ○ Reflection/ Repair in Golden Time ○ Parent informed ○ SLT involved ○ <i>Possible Home – School Reflection Card</i> ○ <i>Possible time away from class e.g. in buddy classroom</i> ○ <i>Possible internal exclusion</i> ○ <i>Possible fixed term exclusion or permanent exclusion</i>
Repeated high harm	<ul style="list-style-type: none"> ○ High harm behaviours (as above) that are causing increasing harm in terms of its persistence or impact 	<ul style="list-style-type: none"> ○ Natural consequences linked to Golden Value ○ Reflection/ Repair in Golden Time with SLT ○ Time out with a member of SLT ○ Parent meeting ○ HT involved ○ Home – School Reflection Card ○ <i>Possible time away from class</i> ○ <i>Possible internal exclusion</i> ○ <i>Possible reduced timetable</i> ○ <i>Possible fixed term or permanent exclusion</i>

Examples of natural consequences for all levels of behaviour

Golden Value	Examples unwanted behaviours	Examples of possible natural consequences/resolutions
We listen and learn from each other	- Interrupting/calling out - Disrupting learning/talking - Poor collaboration/teamwork	- Finding a space away from others so they can concentrate better (this could be another classroom)
	- Not following instructions	- Complete/practise the task at playtime
We are kind and helpful	- Name calling - Saying unkind things - Being rude to peers/adults - Answering back to adults - Hurting others	- Find a space away from others (this could be another classroom) - Missing playtime to write a sorry letter/card
We work hard and celebrate success	- Not working hard - Not completing work in time given	- Complete/practise the task at playtime
	- Laughing at someone else's achievement	- Missing playtime to write a sorry letter/card
We tell the truth	- Not owning up - Telling a lie	- Missing playtime to write a sorry letter/card
We look after the environment and property	- Littering - Damage to property - Misuse of equipment/resources	- Picking up litter - Repairing the damaged property - Tidying/repairing resources
We include everyone	- Leaving people out	- Missing playtime to write a sorry letter/card

Reflection cards

Reflection cards may be used for classroom/general behaviour or may be for lunchtime only, depending where the Golden Values are being harmed. The card will be signed at the beginning of the period and at the end by a member of SLT. Parents are expected to sign the reflection card at the end of each day in acknowledgement and ensure the reflection card is returned to school the next day. If the reflection card was not returned the next day, a phone call home would be needed. Reflection cards will be used for short periods of time.

Recording behaviour incidents

- We use CPOMS to record incidents of misbehaviour.
- Senior Leaders use these records to analyse any patterns of behaviour either within a class or for an individual child. This is reported to governors.

Use of reasonable force

Members of 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. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Team Teach

Team Teach is the recognised method of positive handling in Stockport. We aim for all of our staff to be Team Teach trained. Without Team Teach training Stockport Schools are still required to act in accordance with Stockport's Care and Control Policy. Team Teach training advocates the use of prevention and "de-escalating" behaviours before the use of physical interventions. Team Teach techniques seek to avoid

injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe.

Any use of force will be reported to the headteacher and subsequently to the LA through the Head teacher’s report to Governors. There is a form that needs to be completed every time a reasonable force is used. Please see the business manager for a copy.

Serious incident against staff protocol - See Appendix 1

Safeguarding

We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

Staff development and support

All staff, no matter how experienced or inexperienced, need support with behaviour issues. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution. Support for staff is available from:

- Phase leaders
- Inclusion Co-ordinator
- Senior Leadership Team
- Inclusion Service
- Local Authority Counselling Services
- Courses & Staff Meetings

Liaison with parents and other agencies

We encourage parents to approach class teachers in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility for keeping other relevant adults informed. Additional support for parents/carers may include:

- Inclusion coordinator
- Senior leader team
- Primary Jigsaw
- CAMHS
- School nurse
- Social services
- Inclusion Service
- Family Help Coordinator

Preventing bullying

Our clear Golden Values, restorative approach, rewards and consequences all contribute to the prevention of bullying. Within the PHSE curriculum and planned assemblies all children are taught about self-discipline, respect and how to identify and tackle bullying. Please see our anti-bullying policy for further details.

Confiscation of inappropriate items

What the law allows: There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances.
- The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “prohibited items” 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;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Malicious accusations against school staff

DfE guidelines require schools to set out the action taken against pupils who are found to have made malicious accusations against school staff. We will aim to use a restorative approach to resolve the situation in addition to seeking support, where appropriate, from:

- LA School Support
- Human Resources
- Safeguarding team
- Behaviour support

Behaviour incidents that occur outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, senior leaders will work with children and families to address the behaviour. The school may issue a consequence as a result of if the unwanted behaviour outside school is when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform at the time or in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Exclusion

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with significant behavioural and/or emotional needs. Excluding a pupil from school will only be used as a last resort and can only be done by the Headteacher. Where exclusion is considered seriously as a major option, the following factors are always considered very carefully:

- the severity of the behaviour in terms of the safety of other children, staff and other adults and the individual themselves;
- significant damage to property;
- specific background factors, frequency etc. (referring to any appropriate records)

The Headteacher can exclude a child for:

- a fixed period exclusion of 5 school days or fewer in one term
- a fixed period exclusion of more than 5 and up to and including 15 school days in total in one term
- the Headteacher will arrange education for the child at a neighbouring school from the 6th day if necessary
- a fixed period exclusion of more than 15 school days in total in one term
- a permanent exclusion Governors have an appeal panel that will consider any exclusion matter.

Serious incident against staff protocol - See Appendix 1

In the event of a serious physical incident in which a child has physically hurt a member of staff a dynamic risk assessment will be conducted and the following steps used.

- 1) Immediate support of staff from across year group/phase to manage the incident. De-escalation strategies used. A member of staff to alert SBM office and/or send red card as soon as possible.
- 2) Using de-escalation strategies, child or class moved to safe space. Physical intervention used as last resort to avoid injury to themselves or others.
- 3) If room is in use, staff members use script 'Room needed' and room is immediately freed up.
- 4) Members of staff involved **MUST** go to SBM office (even if not injured) to report incident/ receive first aid/ have private space. First account of incident recorded on CPOMS and alerts sent to DSLs and any other staff involved. A PIRF form is started (if needed)
- 5) Staff from SBM office report incident to HT or DHT in her absence. HT/DHT will coordinate the response to the incident.
- 6) Provided the staff member is OK, they will be re-deployed for an appropriate period of time. Support staff will change roles with another member within the phase where possible. A class teacher may swap with another class teacher.
- 7) Support for the child in crisis will be according to their "my plan". If they do not have a "my plan", a dynamic risk assessment will be conducted. This may involve the child having some time out of the classroom.
- 8) If other children have witnessed a serious incident an agreed script will be used to show that the adults are in control and the child is being supported and everyone is safe.
- 9) The HT/ DHT will inform parents/carers that there has been a serious incident and provide as much information as available at the time but will make clear that the incident is still being investigated/ responded to. Parent/Carer notified at this time if there has been a restraint used. Advised they will need to come to school with the child the following morning for a meeting.
- 10) When the child is calm (same or following day) the HT/DHT will use restorative approaches to discuss the incident. A consequence will be agreed with the child focusing on reparation and reflection.
- 11) Staff involved will meet as soon as possible to reflect upon the incident and make future plans for support.
- 12) A full account of the incident and actions taken will be recorded on CPOMS.
- 13) Parents and child meet with HT the following morning to discuss the incident and actions needed (any further support for the child or reparative consequences).
- 14) If a "my plan" and individual risk assessment is in place then this will be reviewed. If there is no "my plan" or individual risk assessment it will be created.

Appendix 2 – School Uniform

<u>Everything that is brought in to school including all school uniform MUST BE NAMED</u>	
Standard Uniform	<ul style="list-style-type: none"> • Grey pinafore dress / skirt • <i>Gold embroidered sweatshirt / cardigan</i> • <i>Short sleeved embroidered yellow polo shirt</i> • Grey tights • Grey/white socks • A warm outdoor coat (embroidered fleeces and waterproof coats are available) • Summer dress in yellow/white check • Classic cut grey shorts or trousers
Footwear	<ul style="list-style-type: none"> • Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle • Trainers should not be worn. • Wellington boots may be worn to school but children must have their school shoes to change in to.
Swimming Kit	<ul style="list-style-type: none"> • Swimming trunks or swimming costume and swimming cap (from Y3 upwards) • Towel • Goggles are not required unless there is a medical need
PE	<ul style="list-style-type: none"> • <i>T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)</i> • Black shorts / cycling shorts / skorts • Black unbranded tracksuit top and bottoms for outdoor PE • Plimsolls/trainers
Other Options	<ul style="list-style-type: none"> • <i>Brown Book Bag for EYFS/KS1 (optional)</i> • Bags need to be small enough to fit in to their locker.
Jewellery, Hair and Make Up	<ul style="list-style-type: none"> • The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons. • If your child has pierced ears then studs may be worn. No other type of earring is acceptable due to health and safety reasons. Children must be able to remove them themselves in order to take part in PE lessons or covered with medical tape. • A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology. • Extreme hairstyles are not appropriate for school. For health and safety reasons and to ensure it does not distract from learning, we advise that long hair be tied back with a bobble. It must be tied back for PE if it is longer than shoulder length and other activities where there is a health and safety element. Any plain clips and hairbands must be discreet and only used to secure hair away from the face. • Children should not wear make-up and should not have their nails painted. They should not wear false nails.
Sun protection	<ul style="list-style-type: none"> • Sun tan lotion to be applied at home (All day recommended). • Children must bring named sun hats in for sunny weather. • Optional named sunglasses. • Named water bottle.
Uniform presentation	<ul style="list-style-type: none"> • Jumpers/cardigans should not be tied around waists.

Appendix 3 – Letters to parents via SIMS

Lost library book

Dear <ParentalSalutation>

Re: Book Title -

Your child <PreferredForename> (<RegGroup>) has not returned their library book to school. Please could you check at home and return the book to school if it is found

If the book has been lost, then the book needs to be replaced, this can either be with a replacement book or a contribution of £5 which can be paid in cash (in a labelled envelope) or on PAY360 under "online shop" "lost book"

These books are used as a whole school resource so the missing book impacts on the choice the children have available when visiting the library.

Thank you for your support

School Office

Lost directed book

Dear <ParentalSalutation>,

Re: Book Title -

Your child <PreferredForename> <RegGroup> has not returned their directed reading book to school. Please could you check at home and return the book to school if it is found

If the book has been lost, then the book needs to be replaced, this can either be with a replacement book or a contribution of £5 which can be paid by cash (in a labelled envelope) or on PAY360 under "online shop" "lost book"

These books are used as a class set so with even one missing this prevents school from using this resource with another class.

Thankyou for your support

School Office

Dear <ParentalSalutation>

Re: PE Kit

Your child <PreferredForename> <RegGroup> did not have correct PE kit in school today. We have provided <PreferredForename> with spare kit to wear today to enable <him/her> to participate in the session.

Please ensure that the correct kit is sent into school for future PE sessions:

- T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)
- Black shorts / cycling shorts / skort
- Plain unbranded Tracksuit Top/Bottoms for outdoor PE
- Plimsolls or trainers

Thankyou for your support

School Office

Appendix 4 –Routines

Playground

- KS1 break time and lunchtime use the toilets outside of reception.
- KS2 break time and lunchtime all children (Y3-Y6) use the Y3/4 toilets.
- Reception – 1st whistle stop, 2nd whistle walk to line up.
- **KS1** – 1st whistle - walk, line up and tidy as they go.
KS2
- Classes that lead on the playground - 1st whistle- walk quietly in to class and tidy as they go.
- All others - 1st whistle- walk quietly in to line and tidy as they go.
- If on the field, **ALL** children must be on the field. They must not be on the playgrounds, on the trim trails, the stage or the football cages.
- Children must not be in the classrooms unless supervised by an adult.

Moving around school

- Walking on the left-hand side in silence.
- One behind the other, facing forwards.
- Walk smartly without touching walls, displays or other children.

Whole school signal for attention – ‘Show me 5’

- Arm in the air with 5 fingers spread.
- If needed, say ‘Show me 5’

Show me 5

Your eyes are watching
Your ears are listening
Your mouth is silent
Your hands are empty
Your body is still

Appendix 5

All behaviour incidents must follow the Behaviour Policy, with an understanding that for some children there will be some flexibility.

Possible Scenarios

Pupil A appears to find it difficult to remain focused on their work. On several occasions, you have seen them staring blankly into space and completing the tasks that have been set. When challenged, the pupil does not always respond, sometimes not even acknowledging you.

Possible responses

1. **Get down to their level, use a quiet voice. Ask,** *Are you okay? Do you need help? Do you know what you're doing?*
2. **If not responding:** *'I'll come back in two minutes and see how you're doing.'*
3. **When you return:** *'Are you okay?' 'Do you want to talk about anything?' 'Shall we start together?'*
4. **If work is still not completed:** *You will need to complete this now or at a different time e.g. playtime/sent home.*

Praise children around them who are on task, suggest the calm corner or the hub, praise small achievements, know their context.

Pupil B consistently refuses to complete their work. When asked to stay behind to do this, they run out of the lesson and refuse to come back, shouting obscenities at the staff, including discriminatory language.

- **Before** - establish expectation re work in learning time, links to Golden Values
- **Running out** – Empathise *'I can see that you're upset. Let's get back to green'* – *De-escalate*
- **When Calm** – go back to establishing expectation. Be curious, *what is it about your work that you find tricky?* Thank the child for helping you understanding. Take emotion out of and refer back to the agreed Golden values.
- **5:1** - Remember past success, show you have high aspirations, believe they can do it, praise small successes.
- **Later** – address unwanted secondary behaviours – Listen, Learn, Link *'What were you thinking/feeling?'*

Know their context, provide movement breaks, stay calm, anticipate (where you can) trigger points.

Pupil C cannot seem to sit still in lessons and constantly fidgets and distracts other pupils. You have issued consequences for this but nothing you do seems to make a difference.

- Introduce fidget toys/ small amount of blue tac.
- Move to an area of the classroom where they can move but not disturb, e.g. side, back.
- Introduce now/next
- Know the context
- Consider 'Least invasive intervention first' (Lemov 2015)
- Non-verbal Intervention
- Positive Group Correct
- Anonymous Individual Corrections
- Private Individual Corrections
- Private Individual Precise Praise
- Lightening – quick public correction

Pupil D constantly has issues with another pupil. You have moved them away from each other but despite this, they still gravitate towards each other and you feel as if it is an ongoing battle trying to keep them apart.

- **Individual** – Conversation about not responding to the negative behaviours or words, letting other staff know and praising positive responses.
- **Small group work** – involve both parties, discuss the positives about the relationship, complete an activity together where they have to work as a team.
- Know the context

Pupil E is repeatedly and intentionally unkind to another pupil. Sometimes, this behaviour is obvious: sometimes, it is done in a less noticeable way, such as leaving them out of a group activity. Previous attempts to stop this behaviour have been unsuccessful and now other pupils also seem to be getting involved.

- Discuss the Golden Values – We are kind, We include everyone.
- Restorative conversation.
- Whole class circle time
- Empower the affected to say '*STOP, I don't like this*'
- Conversation with parents.
- Know the context

Praise Postcard



Just a quick note home to say...

Signed: _____

Date: _____

Praise Postcard



Just a quick note home to say...

Signed: _____

Date: _____

Praise Postcard



Just a quick note home to say...

Signed: _____

Date: _____

Praise Postcard



Just a quick note home to say...

Signed: _____

Date: _____



Rewards and Recognition

Praise

**Recognition
Board**

**Reward
Time**

**Praise
Postcard**

**Headteacher's
Award**

**Golden
Child**