

Pownall Green Primary School

Love learning, love life!

Behaviour and Relationships Policy

Subject Leader(s): Headteacher
Aligned governor: Chair of governors

Policy reviewed: July 2025
Next Review: July 2026

This policy should be read in conjunction with the PSHE policy.

At Pownall Green, we believe that behaviour is a form of communication. Every child has the right to feel safe, included, and respected. Our behaviour policy supports strong relationships and a culture of care, while maintaining clear, consistent expectations.

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 – We separate the behaviour from the child.

Relationships Come First – Behaviour support is rooted in connection and trust.

Behaviour is Communication – We approach behaviour with curiosity.

Predictability and Structure – Clear expectations and routines help children feel safe.

Consistent, Fair, and Proportionate – All staff respond in a way that is equitable, not identical.

Restorative, Not Punitive – We focus on repair and reparation, not blame or shame.

Modelling Matters – Adults demonstrate emotional regulation and respect in every interaction.

SEND Aware – Behaviour strategies are inclusive and reflect individual needs.

A whole school approach - Relationships are everybody's business, in school and at home.

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.

The Pownall Way (our non-negotiable expectations)

We have high expectations of children at Pownall Green. We expect high standards of behaviour at all times. The following list outlines 'The Pownall Way' (our non-negotiable expectations).

Routine	The Pownall Way (non-negotiable expectations)
Morning routines	<ol style="list-style-type: none"> Children enter school via their allocated communal door in a calm manner. Children put their belongings in their lockers and enter the classroom. Support adults monitor the corridors and ensure the children are going to classroom as quickly as possible.
Show me five	<p>This is the consistent signal throughout school to gain the children's attention - (Arm in the air with 5 fingers spread. Say 'Show me 5')</p> <p>Your eyes are watching Your ears are listening Your mouth is silent Your hands are empty Your body is still</p>
Toilets	<ol style="list-style-type: none"> Children are encouraged to go to the toilet outside of lesson time. Only one child per class is allowed to go to the toilet in lesson time. When sending children to wash their hands for lunch or go to the toilet before a trip etc, an adult has to supervise.
One Voice	<p>Our Golden Value is that we listen and learn from each other, therefore we follow the One Voice rule e.g., when the adult is talking, the children are not. If a child is sharing an idea, the class are listening in silence.</p>
Assemblies including music assembly.	<ol style="list-style-type: none"> Children line up in their classroom and walk silently on the left-hand side of the corridor, in single file. The class sit in their space without speaking. Adults model these expectations (silent). Adults monitor all the children in the hall and warn any children if they are not following these expectations. If behaviour continues, the child is moved and a follow up conversation held is after assembly. Children leave the assembly in the same way.
Moving around school	<ol style="list-style-type: none"> Children line up in their classroom and walk silently on the left-hand side of the corridor, in single file. If children are struggling to meet this expectation, this is repeated until the expectation is met.
Entering school through the front door.	<ol style="list-style-type: none"> Children stop in line before entering school. The adult ensures the children are silent and then walks the children, in silence, to their destination. If children are struggling to meet this expectation, this is repeated until the expectation is met.
KS1 Playtime & Lunchtimes	<ol style="list-style-type: none"> Each class teacher comes out on to the playground, before the first whistle is blown. When the whistle is blown, the children stop and look at the adult. Second whistle is blown and the children bring any equipment to put away and line up in their classes, in single file, in silence and in front of their adult. The adult on duty ensures all the equipment is put away and any uniform is collected. The class adult then leads the children in to school, in silence. If children are struggling to meet this expectation, this is repeated until the expectation is met.
KS2 Playtime & Lunchtimes	<ol style="list-style-type: none"> Each class teacher comes out on to the playground, before the whistle is blown. When the whistle is blown, the children bring any equipment to put away with them and line up in their classes, in single file, in silence and in front of their adult. The adult on duty ensures all the equipment is put away and any uniform is collected. The class adult then leads the children in to school, in silence. If children are struggling to meet this expectation, this is repeated until the expectation is met.

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 (Appendix 5) – 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. Golden 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. Golden Time is a universal provision for all children to reward them for following the Golden Values. If a child has not followed the Golden Values in the week, time can be used to reflect on the harm done and the repair needed. This is a conversation led by the class teacher in Golden Time which should lead to more positive behaviour in the future. We do not take minutes away or talk about 'losing' playtime/Golden Time; we use the language of needing time to reflect and repair at playtime/Golden Time.
4. Value Ambassadors - Value Ambassadors catch children following the Golden Values around school. They can use verbal praise or stickers to reinforce these behaviours.

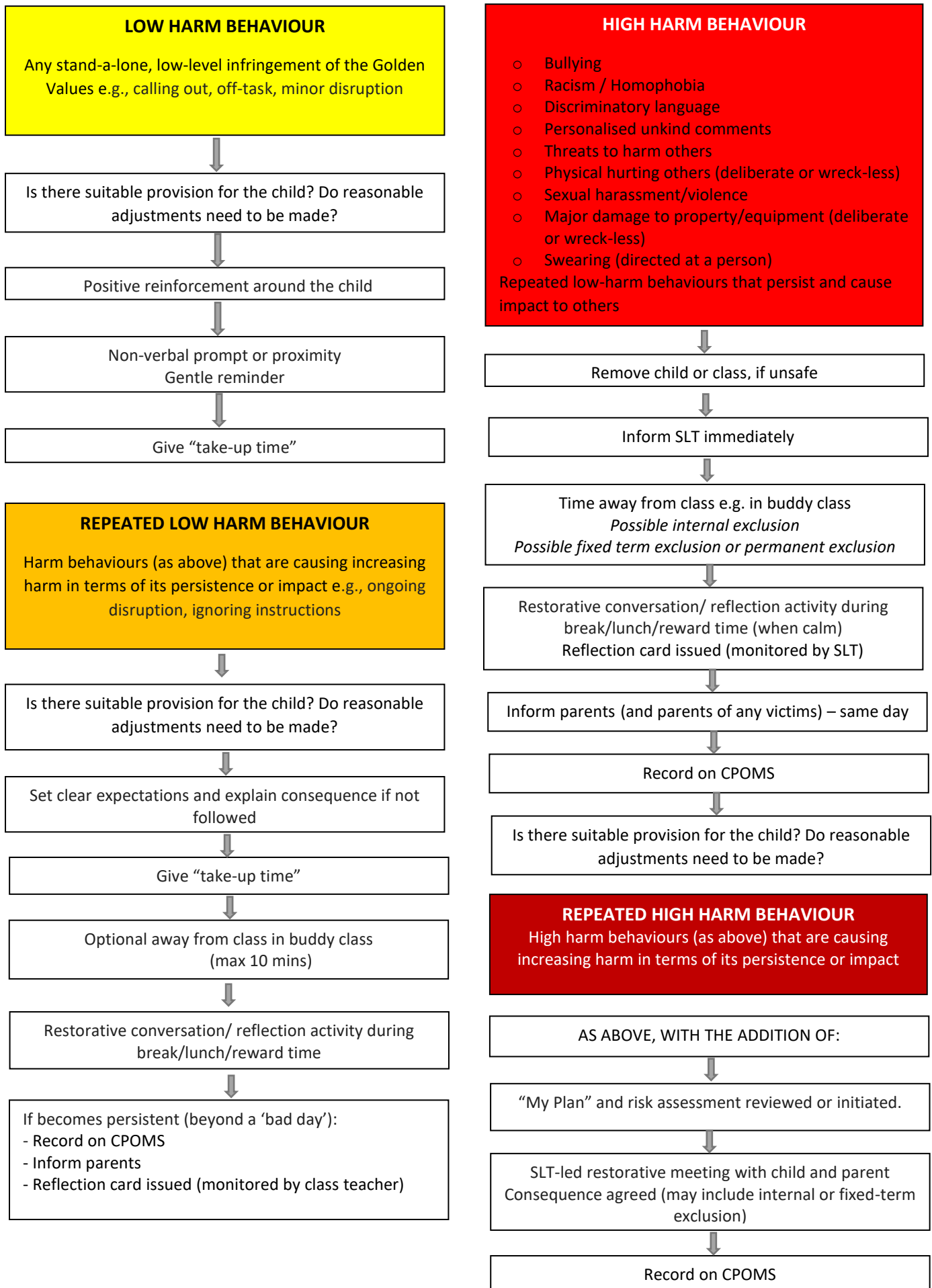
General principles in managing unwanted behaviour

- 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.

Reasonable Adjustments

Some behaviour will be linked to an individual child's specific need. We will make reasonable adjustments to support the child with any specific needs and when dealing with incidents we will take these specific needs into account when deciding how to respond. 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.

Flowchart for managing unwanted behaviour



Red Cards - when should a red card be sent to SLT?

Red cards should be sent when the child or others are in danger and need to be kept safe or when they are disrupting the class to the point that the lesson can not be continued.

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. 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.

Appendix 1 Serious incident against staff protocol

If a child physically harms a member of staff, conduct a dynamic risk assessment and follow these steps:

1. Immediate Response

Staff in the area provide support and use de-escalation strategies.
Send a red card immediately to the SBM office.
SBM staff notify the HT (or DHT).
HT(or DHT) oversees the response and decision-making process.

2. Ensure Safety/Dynamic Risk Assessment

Use de-escalation throughout and either:

2a. Move the child to a safe space. If a safe room is occupied, staff use the script “Room needed” to free it up without delay. Use physical intervention (Team Teach) only as a last resort to prevent harm.

2b. Move the class to a safe space.

2c. Hold the child (using Team Teach) at the current location. Use physical intervention only as a last resort to prevent harm.

3. Staff Care and Reporting

All injured staff report to the SBM office for support, privacy, and first aid if needed.
An initial incident account is logged on CPOMS, and a PIRF form is started if required.
Staff injury form should be completed (in addition to CPOMS and a PIRF).

4. Staff Support and Reflection

Staff involved are supported and redeployed if appropriate e.g. role swaps may be arranged within the team.
A reflective meeting is held as soon as possible to review the incident and plan support.

7. Child Support and Risk Assessment

Support is based on the child's “My Plan” and risk assessment.
If none exists, one is created after the incident. Time out of class may be arranged as part of this.

8. Communication with Parents and Witnesses

Parents/carers are informed of the incident and advised if restraint was used. If this is the first incident, parents/carers are asked to attend a meeting with their child the next morning. If not, then the ‘My Plan’ is followed or updated.

If other children witnessed the incident, staff use an agreed script to reassure them that the situation is under control and everyone is safe. This may include; zones of regulation, children can experience big emotions, classrooms are a safe space, adults will keep you safe – See scripts in Appendix 2

9. Restorative Follow-Up

When the child is calm (same or next day), HT(or DHT) holds a restorative conversation. A consequence focusing on repairing harm and reflection is agreed.

Appendix 2

Possible Scripts for adults to use when an incident has been witnessed

Script 1: Calm & Reassuring

"It looks like [Name] is having some really big feelings right now. Sometimes that happens, and it's okay. A grown-up is helping them feel safe and calm. They'll be okay, and we're okay too."

Script 2: Empathy & Understanding

"Sometimes when we feel really strong emotions, it can be hard to stay in the classroom. [Name] is getting some help from a trusted adult so they can feel better. Everyone has big feelings sometimes — just like you and me — and it's kind to give them time and space."

Script 3: Emphasising Safety

"Our job right now is to keep learning and stay safe. The adult is helping [Name] stay safe too. They're not in trouble — they just need a little help, and that's okay."

Script 4: Promoting Compassion

"We all need help sometimes. When someone is having a hard time, we can be kind by giving them privacy and sending them good thoughts. Let's take a deep breath together and keep going with our day."

Script 5: Answering Questions (if a child asks "What's wrong with them?" or "Why are they being taken away?")

"Nothing is wrong with them — they're having a tough moment, just like we all do sometimes. Grown-ups are there to help them feel better. What we can do now is stay calm and keep learning."

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
- Lightning – 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

Appendix 3– 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 4 - 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

Thank you for your support

School Office

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: _____