

## Behaviour and Relationships Policy



### Rationale

At Heaton Park, we aim to create a safe and happy environment where good behaviour enables all to feel secure and where children are ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each child is an individual with differing needs. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible citizens.

### Aims

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour
- ensure that all learners are treated fairly, shown respect and that good relationships are promoted
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents
- ensure that all adults take responsibility for behaviour and follow-up any issues personally
- promote the use of restorative approaches in place of punishments
- promote children's self-esteem by providing an effective system of rewards and praising effort in both work and behaviour
- build a community which values kindness, care and empathy for others
- encourage a positive, calm and purposeful atmosphere where children can learn

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## **Roles and Responsibilities**

### **The governing body**

The governing body of Heaton Park Primary School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body of Heaton Park Primary School will also review this behaviour and relationships policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body of Heaton Park Primary School, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Adhere to the school's behaviour expectations
- Model positive behaviour
- Support their child in adhering to the school's behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Trauma Informed Schools UK

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At Heaton Park, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than criticism. Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school.

We believe in equity. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. School will follow the Trauma Informed Schools model of the PRRR, **Protect, Relate, Regulate and Reflect**.

## Our Rule: We are kind and respectful

We have one key rule which underpins not only our ethos and philosophy but also our day-to-day practice.

We understand that our practice is built upon positive relationships.

Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship, empathy and tolerance for each other's wishes.

## Visible Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Staff will be **calm, kind, relentless** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged.
- Staff will **pay first attention to best conduct** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- Staff will give **take up time** to allow children time to process an instruction or question.
- Staff will **model the behaviour they want to see** they will model self-control through their calm approach and will deal with individuals fairly.
- Staff will **not walk on by**; if any poor choices are seen staff will intervene.

- Staff will **not respond how they perceive**; staff will not judge or inflict their own values on a situation.
- Staff will **make it personal**; and **not take it personally**. We understand that by building positive relationships we will develop positive behaviour choices.

### Above and Beyond Recognition

Children will be recognised for their good behaviour.

- **Children's names will be moved onto recognition boards** when they have gone above and beyond and/or exhibited target behaviour for that day. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on. The aim is to get every child's name on the at least once a week; the board will then be cleared to start again the following day. Any adult in school can put a child's name on the recognition board; another child can also nominate a child to have their name on the board.
- **Certificates, good news postcards and other positive messages** will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.

### Relentless Routines

These routines, consistently seen and heard around school, will ensure all children are clear about the behaviour expectations of all adults.

**Meet and Greet** - all children will be greeted daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

**Walking around school and lining up** – all children will walk around school with their heads up, arms by their sides and facing forward. Staff will use the phrase, '**Ready to walk, calm and quiet.**' Children will line up in alphabetical order.

**Entering school after a break** – when children are leaving the playground and returning to class following break or lunchtime, the whistle will be blown to give a 5 minute warning, it will then be blown again and children will be expected to stand still quietly and then the adult will direct each class to line up in alphabetical order.

**Getting children's attention** – When adults in school require the full attention of a class or group of children, they will use a visual and audible signal e.g. clapping. This ensures a quiet and calm classroom where the teacher can address children at the same time.

**End and Send** – at the end of the day adults will give their class/children a positive review of the day. This will ensure that all children are leaving school positively, knowing that the next day is a fresh start.

## Language around Behaviour

At Heaton Park, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the adult who has witnessed the behaviour.

Incidents are logged on CPOMS by the member of staff that has witnessed the incident where appropriate. For serious incidents SLT, the Pastoral Lead and/or SENCO should be tagged into CPOMS logs and they should be verbally informed as soon as possible.

## Stepped Boundaries

These outline the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for children which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Reminder	Guidance
<p>Gentle encouragement. A reminder of our simple rule – <b>Be Kind and Respectful</b>, delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>	<p>I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to <b>Be Kind and Respectful</b>. You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.) Example - 'I notice that you're running. Walk, calm and quietly, thank you'.</p>

Warning	Guidance
<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, .....make the right choice" "think carefully about your next step"</p>	<p>I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.)</p>

<b>Three or more warnings in a short period must be recorded on CPOMS and parents contacted at this point.</b>	Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of <b>Be Kind and Respectful</b> . Do you remember that yesterday you ... That is what I need to see today. Thank you.'
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<b>Response</b>	<b>Guidance</b>
If a pupil consistently fails to respond to reminders or warnings Speak to the pupil privately and give them a final opportunity to engage. Parents should then be contacted and possibly invited into school for face to face discussions (COVID restrictions allowing). Other appropriate adults may also be invited SENCo/CFW or outside agencies. All discussions and actions should be recorded on CPOMS.	I have noticed that you are...(having trouble getting started, wandering around etc.) right now. At Heaton Park, we are <b>Kind and Respectful</b> See me for 2 minutes after the lesson Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today... Thank you for listening... then give the child some 'take up' time.

<b>Reset</b>	<b>Guidance</b>
Give the pupil a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. It is about the adult and child resetting their relationship and being positive.	There should be no conversation at this point other than to say <b>I'm here when you're ready</b> . It is at this point that children may need to access a quiet space in the classroom or the quiet room.

<b>Repair</b>	<b>Restorative Questions</b>
This is about repairing the relationship between the adult that was involved and the child.  This needs to be when both adult and child are calm and emotionally ready- this may be the next day or even longer than that. If support is needed then a member of SLT can sit alongside. <b>Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.</b>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• How were you feeling?</li> <li>• Who has been affected?</li> <li>• How did this make people feel?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>

### Consequences

Consequences for poor choices and behaviours should be age appropriate, consistent for all children and must follow the stepped boundaries approach. Any previous positive reinforcements must not be removed in this process. Discussions with children about poor choices should as a rule take place outside of lesson times for example at break times and then would in effect be a consequence as the pupil would be missing part of a break.

### **Supporting Children in Crisis**

We may at times have children that exhibit crisis behaviours and we recognise why these behaviours may occur. In this situation our priority is to always ensure that the child is safe and others around them are safe. It is important that we reduce the verbal interactions when a child is in crisis; a child will not be in the right place to have a conversation or be able to explain what has happened at this time. We will not have any negative conversations or relay the incident to other adults in front of the child. It is also important that we respond to the child's need at the point of crisis and if the child requires a change of adult then we will ask for help by saying I need to step out. This may also be the case if an adult is finding the situation tricky. A member of staff witnessing a child in crisis should ask 'Are you OK?' and direct the question to the adult. They will then need to respond with either 'Yes, I'm fine' or 'I need to step out.'

If another adult feels that the situation is in need of a change of face they need to say I'll step in. A child in crisis may require support from the pastoral team and may need time away from class in the quiet room. Further interventions may then be required, which will be planned with support from the SENCO, Pastoral Team or other significant available adult.

### **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions, some of these children will already have been identified as having a social, emotional, mental health need. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke de-escalation plans that detail additional support, strategies and expectations. It is the responsibility of all adults working with the child to make themselves aware of the content of the plan to ensure consistency.

### **Unacceptable Behaviours**

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Boundaries in order to be dealt with more quickly. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

### **Exclusions**

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include an internal exclusion with a member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss and all incidents and actions must be recorded on CPOMS.

### Physical restraint

When dealing with an episode of extreme behaviour, staff who have received Team Teach training may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

### Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

### **The power to discipline beyond the school gate**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all circumstances the headteacher will consider whether it is appropriate to notify the police or antisocial behaviour officer in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher may also seek advice from the Bury LA LADO.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

If an SEMH need is identified a plan, do, review cycle will be put in to place and then where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Enhanced transition for some children will take place particularly for the move to high school.

### **Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and the governing body of Heaton Park Primary School every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and safeguarding policy

Written: September 2021

To be reviewed: September 2022

## Appendix 1: Governors' written statement of behaviour principles

### Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Heaton Park Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Pupils are helped to take responsibility for their actions
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
  - Taking part in school organised or related activity
  - Travelling to or from school
  - Wearing school uniform or in some other way identifiable as a pupil

This written statement of behaviour principles is reviewed and approved by the full governing body of Heaton Park Primary School every year.

## Appendix 2: Behaviour and Relationships Support Pathway Overview

### Stage One

Children's behaviours are constantly appropriate and they regularly follow the school rule. Positive reinforcements are in place and are consistent across all year groups and for all children. This includes constant praise and positive interactions. Given positives must not be removed.

### Stage Two

#### **Action: Reminder (see policy)**

One off or rare low level behaviours, for example talking, poor concentration or that affect personal learning or that of others, shouting out, running inside not following instructions (not an inclusive list).

### Stage Three

#### **Action: Warning (see policy)**

Three warnings or more in a short given period (for example 10 days). Teacher to speak more directly to the child and this should be done at a break time or lunch time and out of lesson time. Parents should be contacted and informed. The contact should be recorded along with the nature of the series of warnings.

### Stage Four

#### **Action: Response (see policy)**

Child does not respond to reminders or warnings. Teacher to speak with the child directly and out of lessons. Parents to be contacted and possibly a joint meeting in school with the child if appropriate. Consequences and alternative curriculum adjustments to be considered.

The contact should be recorded along with the nature of the series of warnings.

Regular repeats of stage 3, may include further parental contact. Concerns to be shared with SENCO, CFW and SLT. This to begin to formulate and establish intervention that is bespoke to the child. Early identification of underlying issues is paramount and these indicators can manifest in many different ways. Plans may form part of an IDLP.

### Extreme behaviours and child in crisis

**Action: go straight to response stage and instigate Reset and Repair (if appropriate) (see policy).**

### Appendix 3: Positive Reinforcement Overview

Positive reinforcement is an essential aspect in promoting children's wellbeing. Although part of this can come in the form of physical rewards and prizes, most of it should come from the way in which we support our children's learning and wellbeing through our interactions with them. Rewards are very important but they should not be used as an incentive to gaining appropriate behaviours. Positive behaviours should stem from a culture where children understand and know what the right thing is to do.

That being, rewards as part of our learning systems do have a part to play. As with all aspects of our policy is very important that our systems are consistent across school so that children receive the same message.

#### Physical Rewards:

- Star of the week.
- Notes/postcards home (for good work, positive choices).
- Stickers
- Certificates

#### Use of Dojos

Dojos are used as an individual reward system, with children gaining badges or other rewards when they reach certain landmark totals. They can be given for various reasons good work, effort or positive behaviours. They should be used as a reward of positive behaviours not as an incentive to behave appropriately. They must be given with equity to all children.

Table or class Dojos can be used for a collective approach to supporting positive behaviours; Class listening, table tidying or being ready to learn. Having a class target is a good incentive, that all can access.

Other adults such as lunch time supervisors can also award Dojos.

#### Recognition Boards

These can be used by all year groups with a particular focus, for example good listening. Names are placed on the board when a particular behaviour is witnessed. It remains in place for the rest of the day and the name must not be removed.

Other adults such as lunch time supervisors can also add to the recognition boards.

#### Alternative Rewards Systems

On occasion a child may need alternative rewards, praise or incentives. These should be established as part of a behaviour plan and would normally be for those children identified at the **Response Stage** of intervention. This may also form part of an alternative curriculum.