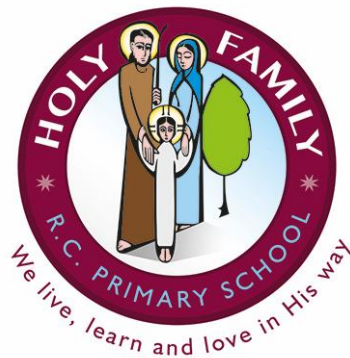# Holy Family RC Primary School

Behaviour and Relationship Policy

Signed by:

A Tunnicliffe   Headteacher   Date: 22.9.24

S Munro   Chair of governors   Date: Awaiting Ratification

Last updated: 22nd September 2024

Contents:

Statement of intent

Holy Family RC Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school believes that good behaviour must be modelled, supported and taught by establishing strong relationships which are based on mutual respect. Behaviour is a form of communication and staff are committed to understanding behaviours shown.

The school is committed to:

- Establishing strong relationships with their pupils based on mutual respect.
- Actively listening to pupils
- Modelling the expected behaviour
- Teaching good behaviour and supporting reflection where behaviour has not met the school expectations.
- Supporting children to manage their emotions.
- Promoting self-esteem, self-regulation, and positive relationships
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Support children through "correction with connection."
- Teaching children about the impact of their actions and helping them to find solutions to their problems.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging and building positive relationships with parents.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Teaching the children, the neuroscience behind their emotions and behaviours.

Where a child's behaviour frequently falls below the school's expectations of Ready, Respectful and Safe the child will attend reflect and repair with the adult who witnessed the behaviour. This will be completed with the child as soon as possible in their own time e.g. playtime or after school, to avoid lost learning. In some instances, reflect and repair may need to take place immediately to achieve the best outcomes for the pupil. This may be necessary for a child on a behaviour plan.

Holy Family Primary school acknowledges that behaviour is a form of communication and may be the result of educational needs, mental health issues, or other needs or vulnerabilities. School will address these needs via an individualised graduated response.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school expectations and the consequences of not meeting these expectations.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any underlying issues which may be impacting on the pupil.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the day with social engagement rather than defensiveness

The senior mental health lead, Mrs A Tunnicliffe, will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO, Mrs S Needle, will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for development and advising on the effective implementation of support.

All staff will be responsible for:

- Increasing safety cues in all aspects of the school day.
- Ensuring that their interactions with children are socially engaging and not socially defensive, in order to decrease chances of children relating defensively (fight, flight or freeze)
- Committing to cease using harsh voices, shouting, put-downs, criticisms and shaming, (proven to be damaging psychologically and neurologically).
- School staff will interactively repair the occasions when they themselves move into defensiveness

Teaching Staff will be responsible for.

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Having high expectations of behaviour which are clear to all pupils.
- Following the behaviour policy to ensure that these high expectations are met.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping SLT and DSL up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Safeguarding Lead.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in meeting to the school expectations and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Sexualised behaviours** and language
- Possession of legal or illegal drugs, alcohol or tobacco
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language or use of derogatory language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its expectations and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing including RSHE and My Happy Mind.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health through the Emotional Health and Wellbeing group and the appropriate interventions to support the child.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead, Mrs Grimshaw, will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will record Reflect and Repair sessions on CPOMS to allow SLT to track behaviour. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of Reflect and Repair. Where necessary an individual behaviour plan will be put in place in partnership with parents. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reminder of the expected behaviour
- Removal of privileges e.g. football at playtime if the incident was triggered by the game
- School-based community service, e.g. helping to fix any damage caused
- Reflect and Repair at playtime or after school.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The SLT will be informed immediately, and the incident will be unpicked with the child and witnesses, to gain a full understanding of what happened.
- The pastoral lead investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the pastoral lead deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom.
- A de brief will take place with the members of staff involved to identify triggers and how such an incident can be avoided in the future.
- The pastoral lead will inform the pupil's parents on the same day, and discuss the incident with them.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and consequences for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using consequences and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- SEMH interventions/support
- Time to Talk with the class teacher to build relationships
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. coming into school sensibly and walking.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing when a child does not meet the school's expectations.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Teachers will ensure that each child is listened to and heard. Teachers will try to see and understand the perspective of the child and be empathetic. All staff will understand the importance of connection before correction.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. It is unlikely that a child will listen to reason when in crisis. It is essential that the child is helped to feel calm, safe and secure as soon as possible. This will include:

- Acknowledging how the child is feeling, e.g. I can see that you are furious.
- Using the WINE statements (Appendix D)
- PACE – Playful, Acceptance, Curiosity and Empathy
- Listening to the child
- Reassure the child that you want to understand and help
- Showing empathy
- Giving the child space and time to self-regulate
- Appearing calm
- Using simple, direct language.

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Avoiding language that will cause further shame.
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Reminding a child of previous successes
- Offering the pupil, a face-saving route out of confrontation.

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a third member of staff is present to witness the physical intervention used and ensure that both the pupil and staff intervening are safe. Where possible, a member of SLT will be present.

After an instance of physical intervention, and the child is calm a member of the SLT or pastoral support will unpick the incident with the child and explain why physical intervention was necessary. The pupil's parent will be contacted and informed. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

In extreme cases, school may decide to remove pupils from the classroom for a limited period, if this will support the child and those around them. This will be done following discussions with SLT, staff and parents.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised and supported by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to self-regulate and regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The removal will be recorded on the school's system CPOMS.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Reflect and Repair

Children will be reminded of our school expectations.

3 verbal reminders will be given to a child who is not meeting the school's expectations; Ready, Respectful and Safe. If 3 reminders have been given in a day the child will be required to attend reflect and repair at the teachers earliest convenient time, this maybe playtime or dinnertime. It may be necessary that the child will have to complete this after school.

Parents will be notified in the afternoon if their child needs to attend a reflection time with their teacher after school. Completing the reflection on the same day as the unacceptable behaviour reinforces the children's understanding that their actions have consequences and allows a fresh start the following day. Reflection and repair time is structured to provide the child with the opportunity to share their thoughts and feelings to help the teacher understand, it encourages the child to reflect on their actions and discuss what would have been a better choice. Reflect and repair also provides the child with the opportunity to develop an understanding of their emotions and to learn to express them in an appropriate way and make up lost learning time if required.

For safety reason a child in Year 6 required to attend a reflect and repair session after school will require a parent to pick them up from school at 3.45pm.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes will not jeopardise the police investigation.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

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

All members of staff can use their power to search without consent for any of the items listed above.

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear expectations and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Ensure that pupils understand the behaviour policy with regard to reminders and the need for reflect and repair
- Establish mutual respect and develop positive relationships.

- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Ensure that the classroom environment is tidy, clutter free and supports learning.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Meet the school expectations, Ready, Respectful and Safe
- Ready
    - **For school – in school, on time, in school uniform, with homework/reading book.**
    - **For learning – listening, questioning, doing the best we can.**
- Respectful –
    - **Speaking in the right way to everyone**
    - **Looking after our school**
    - **Being the best we can**
- Safe
    - **We do not hurt anyone or damage anything**

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. The classroom will be a warm and welcoming place for all. The teacher will ensure that they position themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times, and the teaching assistant will support the teacher with promoting positive behaviour for learning.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged and rewarded.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will

encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- House points
- Certificates, prize ceremonies and special assemblies
- Orb of wonder for whole class achievement
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

11. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed half termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2025.

Appendix 1

Behaviour incident form – Debriefing

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the behaviour?			
During the incident: what did the pupil do?			
After the incident: what were the consequences of this behaviour?			
Additional comments			

Behaviour management observations review form

Name of pupil		Year group	
Name of key worker		Date	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What strategies could we implement to help the pupil achieve their targets?

Additional comments

Appendix C

Summary of Behaviour and Relationship Policy

"We live, learn and love in His way."

Our mission statement underpins the school's high expectation of behaviour. We believe that each child should feel valued and have the right to a good education, developing life skills to prepare them for adult life.

Our core values: Love, respect, forgiveness, joy, achieve, responsibility and embrace form the foundation of our school rules. These rules aim to allow all children achieve, learn and develop life skills to be a caring and responsible member of our community.

School Expectations:
- **Ready**
- **Respectful**
- **Safe**

Ready	• **For school – in school, on time, in school uniform, with homework/reading book.** • **For learning – listening, questioning, doing the best we can.**
Respectful	• **Speaking in the right way to everyone** • **Looking after our school** • **Being the best we can**
Safe	• **We do not hurt anyone or damage anything**

Meeting these school expectations will enable all children to experience our core values.

What we will do to support our children:
- **Celebrate the achievements of the children in both learning and behaviour.**
- **Ensure that our school expectations will become an integral part of our school day where children are reminded and praised for meeting them daily by all staff.**
- **Adults will be consistent and calm and provide structure and routine for our children.**
- **Children will be given verbal praise for meeting the school expectations and additional rewards will be given (See rewards below)**
- **Consequences will be clear and timely, providing opportunity for children to reflect on their behaviour and to learn from it.**

- **Children with specific needs, needing additional support or continually struggling to follow the behaviour policy will have an individualised learning behaviour plan. This will be introduced in collaboration with parents.**

Rewards	Consequences
Children will give verbal praise for meeting the school expectations House Points – will be given for extra effort, independent home learning, being a good Samaritan, outstanding contribution to lessons and teamwork	Children will be reminded of our school expectations. 3 reminders will be given. If 3 reminders have been given in a day the child will be required to reflect and repair at the teachers earliest convenient time, this maybe playtime or dinnertime. It may be necessary that the child will have to complete this after school.
Children will receive a daily house point if they have not had a reminder. Postcards home from the class teacher Headteacher reward – half termly Whole Class rewards – Orb of Wonder. One full tube of Orbs – the class may chose a reward.	If this is the case the parent will be informed at the earliest opportunity. Time out from playtime for low level disruption. Time out of class. Extreme behaviour may possibly result in a fixed term exclusion. A pupil may be permanently excluded: • in response to a serious breach or persistent breaches of the school's behaviour policy; and • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (DfE Statutory Guidance)

Recording Behaviour

Any child required to attend a Reflect and Repair session with staff will be recorded on our school system CPOMS to allow us to monitor the effectiveness of our policy and to establish if further support is needed for a child.

If a child reflects and repairs twice in a week parents will be invited for a meeting to discuss their child's behaviour with their class teacher.

Reflection Time:

Parents will be notified in the afternoon if their child needs to attend a reflection time with their teacher after school. Completing the reflection on the same day as the unacceptable behaviour reinforces the children's understanding that their actions have consequences and

allows a fresh start the following day. Reflection and repair time is structured to encourage the children to reflect on their actions and discuss what would have been a better choice. It provides the children with the opportunity to develop an understanding of their emotions and to learn to express them in an appropriate way and make up lost learning time if required.

For safety reason a child in Year 6 required to repair and reflect after school will require a parent to pick them up from school at 3.20pm.

Physical Intervention (See Policy)

Where the behaviour is deemed to be unsafe or disruptive to children, staff will:

• Use de-escalation techniques using verbal and non-verbal communication

• Use a graded and gradual response so that staff can select the appropriate interventions to reduce anxiety and help calm situations

Occasionally Physical Intervention may be required.

DfE Use of Reasonable Force Advice for headteachers, staff and governing bodies July 2013 states:

Schools can use reasonable force to:

• remove disruptive children from the classroom where they have refused to follow an instruction to do so

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

• restrain a pupil at risk of harming themselves through physical outbursts.

All staff are trained in positive handling and will only physically intervene as a last resort.

Where children are finding it difficult to meet the school expectations of being Ready, Respectful and Safe, the Headteacher, in consultation with the class teacher, SENCO, main carer and outside agencies if necessary, will:

• Negotiate an individual behaviour plan with the child and parent

• Monitor and review support and interventions put in place.
• School will follow the graduated response to try to resolve difficulties and reduce the risk of exclusion. However, persistent poor behaviour may result in a Fixed Term Exclusion. (See LA Policy and Guidance on Exclusion)

Parents can support and promote their child's positive behaviour by:

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing the Ready, Respectful and Safe expectations with their child
- Recognising that following the school behaviour expectations will help their child to grow into a responsible, respectful, caring citizen in the future.
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- Knowing that learning and teaching cannot take place without good behaviour from all pupils.
- Discuss with their child's teacher if they have any concerns about their child or if circumstances at home have changed.
- Work together with the school to ensure that their child is safe, happy and learning.

Appendix D

Reflect and Repair:

What is Reflection and Repair?

R+R has a clear purpose to help child to reflect, recover, rebuild and restore positive relationships.

The process as the name suggests has **two parts**

Reflection - leads us to the truth of the incident (the child's experience of the incident) and may inform changes to provision. (this may takes time to develop this skill)

Repair - is the process of recovering and **putting things right.**

The process also involves **two key elements** for those involved

Listening and Learning

Listening and Learning

- **aims to maintain relationships**

- is not a forensic/ investigative process but more the coming together of humans to **share perspectives**

- results in a shared agreement or resolution that feels' good enough' to both parties.

Reflection and Repair is **Emotion Coaching in practice**

In **Emotion Coaching** the adult is an empathetic coach who follows four basic steps.

- Step 1: Co –regulation - Recognising, empathising, soothing to calm   ('I understand how you feel, I am here to help you sort things out)

- Step 2: Validating the feelings and labelling ('This is what is happening, this is what you are/ were feeling')

- Step 3 - Reminding of limits on behaviour ('We can't always get we want')

- Step 4: Problem-solving with the child/young person ('We can sort this out')

- To reflect honestly with another individual takes active listening which in turn involves looking at body language and trying to establish rapport.

- Listening should be non-judgemental to obtain the fullest appreciation of the child's account of what has happened.

- This is called **sensitive listening.**

- Remember that early experiences will be in play. i.e. if a child has experienced early disruption or trauma they will be using defence mechanisms to protect their fragile self-esteem.

- R*eflection is not a forensic investigation.* It is about understanding another person's perspective and sometimes admitting failure is too painful or even having the ability to truthfully reflect is a still emerging / developing skill.

- Only when a child understands the other person's perspective can a child learn from the incident and further develop the skills of self-regulation and empathy.

- A child can only develop their empathy skills by becoming a better listener and this is not an instant transformation. It takes time and perseverance before a child feels the need to make things better and we need to be consistent but kind in our efforts to help them understand this alien feeling.

- *Repair* involves the child putting a situation right and repairing damage to property or relationships

- Quite often adults demand *an apology* but the truth is the child is not at the stage of development where they understand or feel the need to apologise. *So asking a child what needs putting right is a better approach*.

- If a child suggests a form of repair however flimsy we should praise their attempts to make reparation as this is part of their social learning.

- Staff often feel uncomfortable praising a child who has just been unsafe however if we fail to praise the good then the child might just as well continue to be 'bad'

- When there has been a troubled incident at school, the child is helped to reflect on the incident with a supportive and non-judgemental adult, to communicate underlying feelings and whose validating empathy recognises the experience of the child.

- **Correction with connection.**

- It supports the development of executive functions in the brain's frontal lobes.

- This is **NOT** a soft option, rather an acknowledgement that without such reflection time, raw unprocessed feeling will stay raw and unprocessed, often resulting in more challenging behaviour. Put simple, if I can't reflect on my feelings, I'm far more likely to behave my feelings.

- **EMPATHY is key.**

- **Can a child be empathetic if they have never received an empathic response?**

WINE

- **I wonder if…** (e.g. it felt like no one understood you).
- **I imagine…**(e.g. that was horrible when that happened).
- **I notice…** (e.g. how you perked up when you said you felt close to your brother).
- **I felt moved when you said…** (e.g. you felt you were to blame for the abuse). [empathy]
- **That sounds…** (e.g. painful because you were all on your own). [empathy]
- **When you said x… I felt y…**
- **This is my drawing about what you said** (show drawing).

- **I know what you're talking about because x happened to me too**
- **I respect you for…** (e.g. your courage).
- **I found it helpful when you…** (e.g. talked about it being like a train wreck when your parents split up).
- **Can you help me understand x?…** (e.g. what it was like for you when your mum went to hospital). It's fine for the speaker to answer briefly.