



Relationships and Behaviour Policy

Reviewed October 2024

Introduction

Holme Slack Community Primary School is committed to providing a nurturing, friendly and safe environment for all adults and pupils where exemplary behaviour is at the heart of productive learning. Every member of our school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Relationship and Behaviour policy echoes our six core values:

Ambition, Resilience, Curiosity, Integrity, Respect and Empathy

The policy places a heavy emphasis on promoting respectful behaviours between all members of our school community as well as managing poor conduct swiftly and effectively whilst being underpinned by effective support for those children who need it.

Aims and expectations for all

- All pupils and staff have the right to work in a calm, orderly, purposeful and happy environment which is conducive to learning
- All pupils and staff have the right to feel safe in school
- Zero tolerance for all forms of bullying (physical, verbal, emotional, sexual, online/cyber or indirect)
- All pupils and staff should be treated equally and everyone should feel valued
- Expected behaviours should be explicitly taught, modelled and promoted.
- An emphasis on the positive and consistent reward of expected behaviours
- Reasonable adjustments in place for those children who need them.
- Clear stepped sanctions based on a restorative approach

The school behaviour policy and blueprint (appendix 1) are designed to support the way in which all members of the school community can live and work together in a supportive way and demonstrate our school rules.

School rules

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct and making the consistency palpable, audible and highly visible.' Paul Dix – When the Adults Change, Everything Changes: Seismic shifts in school behaviour

At Holme Slack Community Primary School, we have three expectations that apply to both staff and children. Children are explicitly taught the expectations around how to be ready, respectful and safe.

Be Ready

Children are physically and mentally prepared for the school day. They arrive at school in the correct uniform and demonstrate they are ready to learn in the classroom. This includes being in their allocated seat and having the right equipment for the lesson as directed by the teacher. Children must also be in a position to demonstrate effective learning behaviours set out through the school values.

Staff support children in being ready by delivering clear and concise instructions and explicitly teaching the expectations of the school rules and values.

Be Respectful

Children model respectful behaviour by using calm voices when communicating with children and adults. Children are expected to be polite and courteous and use their best manners at all times.

Staff are respectful to children no matter the circumstances and act as consistent models of emotional control. Staff use and demonstrate consistent and respectful language, tone of voice and responses to children.

Be Safe

Children understand that boundaries are put in place and instructions given to keep children safe. Routines are followed that ensure all children feel safe in and around school. Children are taught strategies to use when they are feeling dysregulated and have safe spaces accessible in school.

Staff invest time in building trusting relationships with children to develop a culture and climate across the school where children feel secure. Staff act to support children in regulating their emotions using the Team Teach training alongside other resources.

Roles and Responsibilities

Relationships and behaviour is EVERYONE's business and we have an agreed set of visible consistencies that form part of our Behaviour Blueprint which all staff must provide:

- **Greet children at the door each day** – this helps staff to determine if a child is in need of a 1:1 chat before the school day starts and also serves to build positive relationships between staff and pupils.
- **Offer food and snacks to all** – according to Maslow's Hierarchy of Needs, teachers and schools should put in place support to ensure that all pupils have the opportunity to satisfy their physiological and psychological needs before expecting them to be motivated to learn and progress
- **Welcoming calm activities on arrival** – grounding activities in the classroom will help to regulate the children at the start of the school day

- **Be consistent, calm and controlled at all times**— as the adults we need to model the behaviours we expect to see from the children.
- **First attention to best conduct** – adults praise pupils following the school rules to indirectly tackle off task behaviour in others
- **High expectations for all children** – adults relentlessly demonstrate to the pupils that they know they can do better and be better. The more that pupils believe that you think they can do something, the more they will believe in themselves
- **Never walk past or ignore learners making the wrong choices** – ‘if you ignore it you accept it. If you permit it you promote it’. Consistency in the expectations of all pupils from all stakeholders.
- **Inviting classrooms** – Children spend most of their time in school in their classroom. Factors such as the physical layout of the classroom, amount of noise, and distractions present in the room, can all affect a student's classroom behaviour. All classrooms will also have a space in their rooms where children can go if they are feeling angry or upset. These will be appropriate the age of the child and the space in the classroom.
- **Model positive behaviours and nurture trusting relationships with all children** – Children learn by watching what adults do more than listening to what they say. Children are also more likely to listen to adults they have developed a secure bond with.
- **Regular updates and positive news shared with parents via Class Dojo.** Building positive and trusted relationships with parents is a vitally important factor in the success of our work with the children. Children need to know that the adults in their lives are working together to support their development.

Relentless Routines

To achieve positive behaviour for learning, we have to explicitly teach children set routines and expectations and ensure a consistent approach to their delivery.

“(Routines) increase confidence and feelings of safety for students (particularly those with SEND). And they free up the precious mental capacity needed for creativity to flourish.” Peps McCrea - <https://snacks.pepsmccrea.com>

Some of the routines being embedded at Holme Slack Primary School include:

Legendary Lining Up – children in a set order, one behind each other, facing the front, standing quietly.

Wonderful Walking – quiet walking around the school.

Terrific Transitions – nonverbal number gestures to indicate when to put equipment away, return to desks and be ready to learn.

Rewards

Every classroom has a recognition board that targets expected learning attitudes or school values. The theme changes daily/ weekly and is appropriate to the class/ age.

This is used to capture the names of pupils in the classroom who have displayed the expected learning attitude. Children nominate others in the class to be recognised so the whole class can work together to get their names up and names cannot be removed from the board. The recognition boards are used persistently and relentlessly to catch learners demonstrating the right attitudes and behaviours. Once all of the class have their name on the board the class teacher delivers a whole class treat for the children e.g. extra playtime, Yoga session, forest school activity.

Class Dojos will also be given to children displaying expected learning behaviours and following our relentless routines. The top three children with the most Dojos each week as well as two 'Golden Ticket' winners chosen at the teachers' discretion can choose a prize from the following options: ice lolly, hot chocolate, 10 mins iPad time, being at the front of all queues for a day, walking Stanley our school dog, sitting at the top table for lunch.

We also celebrate our Responsible Readers in school and children can progress through the different levels of achievements throughout the year depending on how many times they have read per term - 25—Bronze, 50—Silver, 75—Gold, 100—Ruby, 125—Diamond, 150—Platinum. Certificates and badges are presented in the celebration assembly on a Friday.

Children can also be recognised with a certificate for demonstrating a school value or exemplary work in English or Maths

Stepped Sanctions

Whilst all staff at Holme Slack Primary School aim to catch the good behaviour in the first instance, there are inevitably occasions when a sanction is needed. Sanctions should always:

- Be delivered using a calm, measured approach, referring to the child by name and lowering themselves to the child's physical level (where possible).
- Make it clear that it is the behaviour that is unacceptable and it's not made personal to the child
- Emphasise that impact the behaviour has on others
- Be applied consistently by all staff so that children and staff feel supported
- Where at all possible, be delivered in private
- Take into account the seriousness of the behaviour being dealt with and it is sometimes appropriate to skip earlier sanctions for a more serious one
- Be fair and appropriate to the behaviour demonstrated so, for example, that a one-off incident of low-level disruption does not result in missing a lunch or break time.
- Be carried out in partnership and communicated with parents

The steps outlined below are taken with care and consideration and take individual needs into account. Children are also given 'take up time' between each of the steps below so they have chance to regulate and think about their choices. All staff must use the below steps for dealing with poor conduct.

	Step	Action
1	Redirection/Reminder	Praise children in the vicinity of the child. Give gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Kind. 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 learner is able to model good behaviour as a result of the reminder.
2	Caution	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3	30 Second Micro script	<p>If the pupil still does not engage, use the 30-second script:</p> <ul style="list-style-type: none"> · <i>I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</i> · <i>At Holme Slack, we need to be ... (refer to the 3 school rules – ready, respectful and safe)</i> · <i>Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</i> · <i>Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</i> · <i>That is who I need to see today...</i> · <i>Thank you for listening... then give the child some 'take up' time</i> · <i>Please see me for two minutes at the end of the lesson</i> <p>This two minutes cannot be removed or reduced.</p>
4	Time out	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in the classroom/calm corner outside of the classroom or The Hive.
5	Repair/consequence	This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time'), if damage to school property has occurred then repair by the child would be expected.

		Restorative Questions: 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. Who has been affected? 5. What could we do to put this right? 6. How can we do it differently in the future? 7. What could we do to help you?
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Responding to escalating or high-level behaviour incidents

If a child's behaviour escalates or is of a high level despite following the stepped approach detailed above, then support must be sought from a member of the senior leadership team. High level behaviours include:

- Fighting/ hurting another child
- Swearing
- Physical assault
- Self-harm
- Engaging in actions that could harm others
- Bullying- all forms
- Threatening- high probability of someone being hurt
- Leaving without permission
- Spoiling with intent

In these instances a member of the senior leadership team will:

- speak to the child and deal with the initial incident.
- support with implementing a personalised learning plan or risk assessment, if appropriate.
- consider the involvement of other agencies
- speak to parents
- sanction appropriate to the incident- loss of full play time or privileges
- record appropriately on CPOMS
- inform the headteacher who may consider, if appropriate, isolation, fixed term suspension or permanent exclusion

Fixed-term suspensions and permanent exclusions

If behaviour is not improving, even with adaptations and provision bespoke to the child, and a child is unsafe to himself or unsafe to others, the decision to suspend or exclude may be necessary.

DfE Behaviour in Schools guidance (Sept 2022) and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (Sept 2022) states that, *"All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions."*

In extreme and exceptional circumstances, the school may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. A decision to exclude a student will be taken only in response to serious or persistent breaches of the school's behaviour policy, and if allowing the student to remain in the school would seriously harm the education or welfare of others.

Positive Handling during challenging situations

When using physical intervention, the minimum level of force required is the maximum permissible.

Team-Teach techniques seek to avoid injury to pupils, but it is possible that *"accidental injuries can happen during physical interventions where the level of violence or lack of control requires a proportionately high level of force to contain the situation. In extreme circumstances bruising may occur but this should not be seen as malpractice on the part of the staff but is an unfortunate and infrequent side effect of keeping the child safe."* (Team Teach October 2024)

After physical intervention:

- The pupil should be given time and a safe place to recover his/her composure
- Time to talk through what has happened, should be offered to both pupils and staff.
- The pupil should be supported in re-joining his/her class.
- Where physical intervention has been used, this must be recorded on CPOMS and the positive handling record, this will be retained in records of restraint folder in Headteacher's office in a locked cabinet.
- Parents will be informed by the Headteacher or a member of SLT if a restraint has taken place.
- Where necessary, a Team Around the Pupil meeting will be convened with relevant stakeholders to ensure the needs of the pupil are being met.

Anti-Bullying Strategy

At Holme Slack Primary School, we aim to provide a safe and secure environment where all children can learn without anxiety. We believe bullying is wrong and endeavour to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying and these are delivered in a range of ways: assemblies, relationship education lessons, PSHE, curriculum etc.

Any incidents of bullying will be dealt with as detailed above under **'Responding to escalating or high-level behaviour incidents'**.

Violence or threatening behaviour or abuse will not be tolerated in any circumstances e.g. physically, verbally or through social media.

In formulating our strategy we take due regard to the key legislation:

- Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2. It is deliberate and targeted
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate

In addition, we define Cyber bullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture or gender
- SEN or disabilities
- Appearance or health conditions - including maternity or pregnancy
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual

Searching and confiscation

The Headteacher and staff authorised by them 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. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline.

Discipline beyond the school gate

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our graduated behaviour response and exclusion protocols, detailed elsewhere in this policy.

The Headteacher may notify the police if the behaviour is considered anti- social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

Monitoring

We use CPOMS (a safeguarding software tool) to records safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined-up approach as well as early identification of any issues. It also enables data to be robustly and purposefully monitored by the behaviour lead.

This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the full Governing Committee annually.

Application of the policy will be monitored by the SLT and others within routine school self- evaluation activities.

The Behaviour Management Protocols will be kept under constant review and updated as required.

Context

This policy should be read in conjunction with the policies listed below (if applicable):

- Health and Safety Policy
- Safeguarding policy
- Attendance policy
- Single equalities policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-school Agreement
- Special Educational Needs Policy
- Concerns at work (formerly whistleblowing)
- Allegations of Abuse
- Staff Code of Conduct
- Supporting pupils with medical conditions
- Dignity at work
- Acceptable Use Policy

Appendix A

This policy is guided by the Department for Education guidance and best practice

The policy has been written with due regard to the following:

DfE Guidance Documents

- Behaviour and Discipline in schools
- Use of Reasonable Force
- Supporting pupils with medical conditions at school
- The SEND Code of Practice
- Behaviour and Discipline in Schools- Guidance for governing bodies
- Searching, screening and confiscation: advice for schools
- Creating a culture: How school leaders can optimise behaviour
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Ofsted- Sexual abuse in school and colleges
- Steer Report, Learning Behaviour: The Report of the Practitioners Group on School Behaviour and Discipline
- Elton Report (DEF 1989) Legislation
- The Equality Act 2010- including the Public Sector Equality Duty (PSED).
- Section 175 of the Education Act 2002
- Section 88-94 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- Guidance for Safer Working Practice for Adults who work with children and young people in Education 2019
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education 2022 (KCSIE)

Reading References & Research

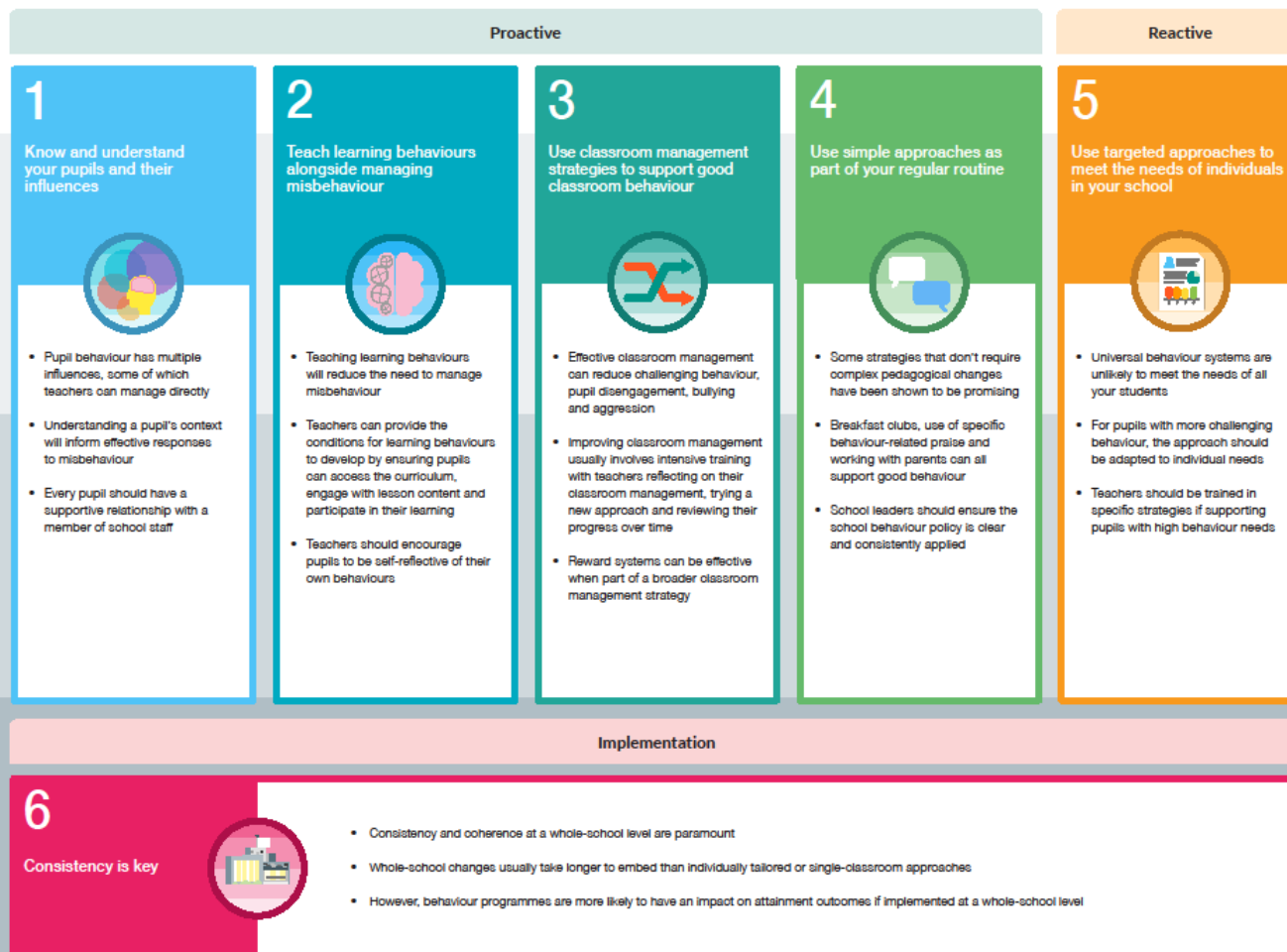
- **When the Adults Change, Everything Changes:** Seismic shifts in school behaviour by Paul Dix
- **Running the Room** by Tom Bennett
- **Behaviour for Learning** by Simon Ellis and Janet Todd
- **Improving Behaviour in Schools** (EEF)

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:

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BEHAVIOUR



BLUEPRINT

CORE VALUES

AMBITION CURIOSITY EMPATHY INTEGRITY RESILIENCE RESPECT

OUR RULES

BE READY

BE RESPECTFUL

BE SAFE

RELENTLESS ROUTINES

Calm Corridors
Legendary Lining Up
Awesome Assemblies
Terrific Transitions
Sensible Sitting
Uniform Uniforms

VISIBLE CONSISTENCIES

- Greet children at the door each day
- Offer food and snacks to all
- Welcoming calm activities on arrival
- Be consistent, calm and controlled at all times
- First attention to best conduct
- High expectations for all children
- Never walk past or ignore learners making the wrong choices
- Inviting classrooms
- School clap pattern for attention in KS2
- Chime/sound followed by 'show me 10 (fingers)' in KS1
- Model positive behaviours and nurture trusting relationships with all children
- Regular updates and positive news shared with parents via Class Dojo

ABOVE & BEYOND RECOGNITION

- Recognition boards in each class for school values/rules— focus on teamwork to get all the children's names on the board- this will be followed by a whole class prize which will be delivered by the teacher—15mins e.g. extra break, PE, game, forest school, art activity, lunch in class or outside, Yoga or dance session
- Class Dojos given out for relentless routines and class behaviours—The top three children plus two golden tickets (at the teacher's discretion) each week to get a prize, then reset the points for the following week. Ice lolly, hot chocolate, 10 mins ipad, front of all queues for a day, walking Stanley, top table for lunch
- Responsible readers - sticker at the end of each week and certificates for each level achieved. 25—Bronze, 50—Silver, 75- Gold, 100—Ruby, 125—Diamond, 150—Platinum
- Weekly Award winners get a certificate in assembly—1 x Values, 1 x writing and 1 x Maths
- Phone calls/postcards home to celebrate individual children



BEHAVIOUR BLUEPRINT

MICRO SCRIPT

- I have noticed that you are...(having trouble getting started, wandering around etc.) right now.
- At Holme Slack, we need to be... (refer to the 3 school rules - ready, respectful and safe).
- Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time).
- 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.
- Please see me for two minutes at the end of the lesson.

PRIVATE

Stepped sanctions after a drive by or whole class reminder.

1. REMINDER
2. CAUTION
3. LAST CHANCE—MICRO SCRIPT
4. TIME OUT—CALM CORNER
5. REPAIR/CONSEQUENCES

RESTORATIVE QUESTIONS

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who has been affected?
5. What could we do to put this right?
6. How can we do it differently in the future?
7. What could we do to help you?