**Behaviour and Relationships Policy
for
Great Harwood Primary School**

Policy Date September 2024
Date of next review: September 2025

"A school's culture and values are manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone."

Behaviour in schools Advice for headteachers and school staff September 2022

At Great Harwood Primary School we have a set of core values and a clear mission statement:

Together we learn, we achieve, we enjoy

In order to ensure we achieve our vision pupils are taught that respect encompasses a wide range of issues to do with the way we treat both people and property in school.

Through our work on respect we encourage pupils to be tolerant of individual differences and to empathise with the feelings of others.

These core values underpin our Behaviour Policy and support the qualities of cohesion and compassion which we would wish our pupils to develop.

H onesty

A spirations

Res P ect for others

P erseverance

Be Trustworth Y

Aim of the policy

- To create a culture of exceptionally good behaviour for learning, across all areas of school life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To help learners take control over their behaviour and be responsible for the consequences of it
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To ensure that excellent behaviour is a minimum expectation for all

The Key Principles of Behaviour Management

There are three key principles of behaviour management. Discussion of these principles clarifies the rights and responsibilities of all members of our school community.

Being Inclusive
- Some individuals need more support than others in learning to meet the school's expectations of behaviour
- The deregulated behaviours of some vulnerable pupils need to be approached with an understanding of individual pupil needs
- Our school has to have due regard to the Equalities Act 2010 and the need to proactively make reasonable adjustments in applying policies
- We have a responsibility to teach social behaviour to all pupils
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable
- All pupils have the right to be educated no matter how challenging their behaviour
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit with the needs of our pupils.

Being Positive
- Parents and carers need to be as fully involved as possible
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave
- We should recognise acceptable behaviour through positive reinforcement
- We should provide pupils with honest and sensitive feedback on their own learning and behaviour

Making Sense of Behaviour

All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child.
Our Behaviour Policy is founded upon the assumptions that challenging behaviour:
- prevents participation in appropriate activities
- isolates the pupil from his/her/their peers
- affects the learning and functioning of other pupils
- drastically reduces the pupil's opportunities for involvement in ordinary school activities
- makes excessive demands on staff resources
- places the pupil or others in physical danger
- perpetuates low self-esteem

Managing Behaviour in a Positive Way

Clear Expectations

If we want our pupils to learn to behave in a particular way, we are all responsible for making it clear to them how we want, and more importantly, how we expect them to behave. Many of our pupils may have difficulties at one time or another in understanding what is required of them.

This may be because of:
- Language barriers
- Cognitive or sensory impairment
- Adverse Childhood experiences
- In some cases, simply confusing messages or expectations from adults.

When we are establishing new routines, when established routines are disrupted or when we are dealing with 'one-off' situations, or disturbed or distressed pupils, then we need to make sure that our instructions or expectations have been communicated and received clearly, by:

- Checking that we have the pupils' attention, and that eye contact is established. Where possible and appropriate, bending or crouching down to the pupil's level if necessary.
- Speaking slowly, gently and clearly, breaking complex instructions down into simple, single- stage commands if necessary.
- Reinforcing our verbal communication with appropriate gestures/signs.
- Repeating our instructions if necessary or asking pupil to repeat back what is required of them.
- Modelling the desired behaviour.

It is extremely important that we have high but realistic expectations of what is acceptable behaviour in school and within the wider community, and that we constantly seek to raise those expectations amongst staff, governors, pupils and with parents/carers.

Firm Boundaries

Having communicated our expectations clearly, we may well find that some of our pupils do not comply with requests boundaries. This may be because:

- They have low confidence and/or self-esteem
- They are testing the boundaries to see if we really mean what we say
- The task that they are being asked to perform is too difficult for them
- The task that they are being asked to perform is too easy for them, or is not intrinsically interesting/motivating to them
- They are upset by something that has happened (or that they think may happen) outside the present situation e.g. at home, in the playground
- They are upset by something that has happened (or that they think may happen) within the present situation e.g. dispute with, or bullying from, other pupil
- They hope to attract or retain adult or peer group attention by not observing boundaries for acceptable behaviour i.e. they are 'in need of attention'
- Boundaries are inconsistently maintained
- The child perceives the Consequence as unfair or unjust
- They have a very short attention span and are unable to remember what they should be doing
- There may be some biological/medical condition that reduces their ability to control their behaviour
- They have difficulty in coping with authority or with conflict and/or dealing with their own fears or anxieties
- They have poorly developed social skills

However, one of the important skills we should hope to develop in our pupils is the ability to negotiate. We need to always listen to pupils who are challenging boundaries and be very clear about which boundaries need to be 'non-negotiable'. Our language use must be consistent to reinforce that their behaviour will not change our response or requests to them.

Positive Behaviour Rewards

- Dojo Points - Children earn these as a whole school reward system. These can be awarded by any staff member at any point of the day. Dojo Points are awarded for positive learning behaviours and shared with parents.
- Dojo Points can be used to provide class-based rewards as a whole class and as individuals.
- Star of the week – Class teachers select a pupil each week to award their certificate to. The certificate is presented in the celebration assembly at the end of every week.
- In-class rewards. Class teachers establish their own rewards that are age appropriate and run within the classroom.
- VIP tickets are issued for exceptional behaviour at lunch times and children are invited to eat at the VIP table the week after.

- Individual rewards. For some children, it may be appropriate for them to have an individual reward chart. This is to help the child to actively improve their behaviour through encouraging the correct choice and learning to manage their behaviours. This is managed through the Inclusion Team and referral systems.

The Effects of Bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences.

Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem. Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Strategies in Use to Address Bullying

Preventative Strategies:

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has a weekly PSHCE session which allows children to talk about feelings in a safe context and to bring out bullying issues. Pupils participate in Anti-bullying Week each year and this topic is constantly returned to both in assemblies and within PSHCE lessons.
- Constantly improving the school's grounds, creating more cooperative play and structured playtimes.
- For children who are prone to bullying others, a circle of friends may be used to help him/her resolve the problem. The Learning Mentor will work closely with this circle of friends to reinforce and model how to build friendships.
- The school "Tell Us" box enables pupils to share worries to senior leaders.

If an incident of bullying occurs, pupils are supported to sort that situation out with parents and carers being informed of any action that has been taken. Pupils are supported to go through a repair and reflection task, where pupils are given the skills and tools to reflect on the difficult situation that needs to be addressed and are encouraged to repair this situation. Repair and reflect strategies given to the pupils and they are supported by the adults around school to actively repair the difficult situation. School will always act to protect and support any pupils involved in bullying.

Repair and Reflection allows pupils to explore how they are feeling and why they have behaved in a certain way. Adults use the following prompts to guide that repair and reflect conversation:
1. I did…
2. I feel…
3. Others feel…
4. I need…
Younger pupils are supported with picture cards to help to guide this repair and reflect conversation.

Addressing Prejudice Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality and the 9 protected characteristics:
- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we deal with them. We review this data termly and take action to reduce incidents. All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded in CPOMs. Staff must always act and be seen to act to protect victims. All incidents should be reported to the Senior Leadership Team.

<u>**Classroom management**</u>

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules
- Develop a positive relationship with pupils, which may include: Greeting pupils in the morning.
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Pupils are supported to use the 4 repair and reflect statements (1. I did…; 2. I feel…; 3. Others feel…; 4. I need…) to allow them to explore the choices they have made and seek to repair those relationships which are causing conflict for them.

The school may use 1 or more of the following consequences in response to unacceptable behaviour:
- A verbal reprimand and reminder of the expectations of behaviour
- "Time in". This is time to reflect whilst remaining next to the teacher or supervising adult. Allowing the child time to reflect before the teacher discusses a restorative plan with them.
- Reflection time at break or lunchtime,
- Referred to a senior leader
- Suspension/Permanent exclusions, in the most serious of circumstances.

The context, including the personal circumstances of the pupil, will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The behaviour system aims to encourage the pupil concerned to calmly respond and return to their work focus in a timely manner with minimal disruption. Each class follows the agreed flow chart which is designed to allow children a short amount of "take up" time to return to the correct behaviour. For children not willing to follow the school's values, the flow chart provides them with time-limited chances to refocus with consequences built in to the process. Children who are still not able to return to their work are asked to work with another member of staff for the remainder of that session.

The range of responses includes:
- Calm and quiet reminder to reset behaviour and share expectations.
- Voiced disapproval and request to stop the unacceptable behaviour.
- Use of the flowchart which is intended to return the child to learning behaviour and avoid escalation.

Behaviour flowchart

Key Stage 1 & 2

1. Verbal rule reminder. 'I expect..'
2. Given a warning: reset behaviour or lose 5 mins of break
(Take up Time)
3. 5 mins off break and 2nd warning: reset behaviour or lose 10 mins
(Take up Time)
4. 10 mins off break and final warning: reset behaviour or leave classroom
5 Taken to SLT office. Pupil is given time out of class to calm down, address and repair their behaviour choices and get ready to return to learning within their class.
(Teacher informs parent and the behaviour is logged on Cpoms to allow for tracking and restorative intervention)
If behaviour choices escalate or repeat, senior leaders will contact parents to work with parents to address behaviour issues.
6. HT/DHT will contact parents/carers if behaviour choices continue to cause a disruption to the pupil's learning.

Early Years:

1. Child given a verbal reminder to reset their behaviour
2. Give the child a warning
3. Redirect to a new area or to work alongside the adult
4. Child directed to the calm corner to support self-regulation
5. Child escorted to a calmer space with an adult
6. Child taken to senior leader and parents consulted

Each session the cycle begins again to allow the pupil the opportunity to return to learning and demonstrate appropriate behaviour choices.

The Senior Leaders review the behaviour patterns and will direct staff to complete a Cause for Concern form for pupils who are frequently being exited from class. The Cause for Concern form will then be taken up by the Inclusion Team who will consider any necessary support for the pupil so that their behaviour regulates and they are able to remain in class.

Use of Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 or compliance
- Be recorded and reported to parents (Reasonable Force Log on recorded on CPOMs.)

When using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching and confiscating items to safeguard children

Great Harwood Primary School has a responsibility to safeguard children's safety and well-being. Following guidance from the DfE and with the Headteacher's authorisation, school staff may search pupils and their possessions for any item which may cause harm, disrupt teaching or go against the principles of this policy. Please refer to: Searching and Confiscation Policy DfE guidance: Searching, screening and confiscation: Advise for Headteachers, school staff and governing bodies 2014

Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- attitude for learning and returning to work. Lunch times have a similar approach where the pupil will be asked to stand with an adult on the playground for 5 or 10 minutes to give them time to reset their behaviour. For more extreme behaviours, the flowchart will be accelerated to the appropriate point.
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:
• It poses a threat or causes harm to another pupil
• It could have repercussions for the orderly running of the school
• It adversely affects the reputation of the school
• The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- Visual reminders of expected behaviours
- Anticipation of possible triggers
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding individual's needs and conditions such as autism or being neurodiverse
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Short, planned movements breaks for a pupil with SEND who finds it difficult to sit still for a long period of time

Adapting consequences for pupils with SEND

When considering a behavioural Consequence for a pupil with SEND, the school will take into account:
- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to consequence the pupil for the behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Monitoring and evaluating school behaviour

The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed from a variety of perspectives including:
- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Suspension and Permanent Exclusion

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. It is important that during a suspension, pupils still receive their education: work will be set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken 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 such as staff or pupils in the school.

A suspension or permanent exclusion may also be used where there has been a serious incident such as (but not limited to):
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Behaviour that discriminates against others based on the following 9 protect characteristics: age; disability; gender reassignment; marriage or civil partnership (in employment only); pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Only the Headteacher (with verbal agreement from the chair of Governors) has the power to suspend or permanently exclude a pupil from school.

In the event of the Headteacher issuing a permanent exclusion, the Headteacher will inform the parents immediately, giving the reasons for the exclusion. The school will make arrangements during the first 16 days from the date of the exclusion for a panel of the Local Governing Body to meet and hear the case for the exclusion. The school will provide work for the pupil to complete during the first five days of exclusion.

The Headteacher will inform the Local Authority and Governing Body about any permanent exclusions, and about any suspensions beyond five days in any one term. The exclusion panel will give consideration to the circumstances giving cause for the exclusion, and will apply the civil standard of proof i.e. 'on the balance of probabilities' in

establishing the facts. The panel will consider any representation by parents and the school, and will decide either to uphold the Headteacher's decision to permanently exclude the pupil or to overturn the decision and reinstate the pupil at the school.