



HALSNEAD
Primary School



Policy Title	Behaviour and Relationships Policy
School	School
Linked Policies:	Staff and Pupil Conduct Anti-bullying Child Protection and Safeguarding
Written By	School
Staff Approval Date	February 2024
FGB Ratification Date	
Signed by Chair of Governors	
Review Date	

Halsnead Primary School is committed to creating an environment where excellent relationships support children to thrive. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy echoes our core values of **respect, kindness, integrity, resilience, collaboration, and aspiration**. To support our staff, learners and our school community, we work together to manage challenging behaviours and provide dynamic interventions to ensure that everybody has the opportunity to succeed.

At all times we:

- Promote, teach and model positive behaviour
- Support children to regulate their emotions and behaviour over time.
- Provide a safe, comfortable and caring environment where children can access learning consistently and progress academically.
- Use a consistent and calm approach.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches with appropriate consequences.

We provide simple, practical procedures for staff and children that:

- Recognises and rewards effort.
- Encourages children to feel confident, happy and safe so they function positively in school and in the wider environment.
- Implements and monitors appropriate support to meet children's needs.

Our values of **respect, kindness, integrity, resilience, collaboration, and aspiration** are embedded in our school curriculum for learning and behaviour. School values and behaviour expectations are explicitly taught during assemblies and through our PSHE and Growing up Great curriculum.

Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. We recognise that behaviour is communication and children need support with emotional regulation – levels of support required vary from child to child. It is important that adults working in our school understand the needs of all our children and families so that our school is a safe place to learn and grow.

Expectations during learning time:

Children should demonstrate the learning qualities of **aspiration, resilience and collaboration**. These qualities should be constantly reinforced and celebrated. Children should be aware that every lesson is a learning opportunity. As well as this, children should also understand that all behaviour that disrupts learning (including low level challenging behaviour) affects everybody's right to learn.

Positive Reinforcements

Daily	Weekly	Over and above
Dojo points Praise - be specific, name the child, name the 'behaviour' Stickers	Extra play Values certificates Sent to SLT/ other class to show work Positive comments to parents Dojo prize box	Half termly values awards Postcard/ call home from SLT Whole class dojo targets resulting in reward afternoons for the class

Relentless Routines

	Expectations	Consistent staff actions
Morning routine	<ul style="list-style-type: none"> - Children should walk into classrooms quietly and respond to adults with morning greetings. - Bags and coats to be hung up on pegs. - Book bags to be put into boxes. - Lunch boxes to be quietly and tidily put on trolley. 	<ul style="list-style-type: none"> - SLT/learning mentor on school gates. - Staff to greet children on the playground/at the entrance (Early Years) and escort into class. - Morning activity/provision out ready for the children.
Lesson time	<ul style="list-style-type: none"> - When sitting on a chair all 4 legs need to be on the floor. - Quiet working voices to be used. - Listen when an adult/child is talking. - Follow instructions given by adults. - Appropriate noise level - Learning environment should be calm, focused and supportive. 	<ul style="list-style-type: none"> - Be clear about expectations during the lesson. - Silent signal should always be used to gain attention - TAs to be used effectively for support. - High expectations of all our pupils. - Children should work hard.
Provision (early years)	<ul style="list-style-type: none"> - Children respond to the stop signal used in conjunction with a bell. - Children take responsibility for tidying areas. - Children use kind hands. - Children walk inside. - Children use equipment safely and purposefully (as has been modelled by adults). 	<ul style="list-style-type: none"> - All areas are labelled with a number which indicates how many children should be in each area. - Staff consistently model behaviours and effective communication. - Staff model how to effectively tidy areas. - Adults use 1,2,3 for transition points, i.e. 1 – stand up, 2 – walk to your line, 3 – be ready.

Going to/ leaving assembly	<ul style="list-style-type: none"> - Children should be escorted by their class teacher/TA. - Children should walk silently. - Children remain behind the person in front of them. - Classes sit in horizontal lines. 	<ul style="list-style-type: none"> - Staff leading assembly to be at the front of the hall prior to children arriving. - Reminders/ praise for expectations.
During lunchtime in the dining room	<ul style="list-style-type: none"> - Children collect their own lunch/ lunchboxes. - Children remain seated until instructed to line up. - Show good manners to staff and each other. - KS2 children clear their own trays. - Use quiet voices. 	<ul style="list-style-type: none"> - Keep the area clean and tidy. - Remind children of noise levels and expectations whilst eating at a table.
During breaktime (morning and lunch)	<ul style="list-style-type: none"> - Walk quietly outside in single file. - Use equipment correctly. - Put equipment away when finished. - Remain within the correct boundaries. 	<ul style="list-style-type: none"> - Staff lead children out ensuring they are first out. - Ensure that there is clear view of all areas. - Supervise play. - Staff on duty have first aid kits. - Staff on duty supervise their zone. - Adults are aware of pupils who may struggle during play time and remain vigilant and ready to deescalate if necessary.
After lunchtime/ breaktime	<ul style="list-style-type: none"> - Children stop on the first whistle and walk calmly to their lines on the second whistle. - Children walk quietly back into school in single file. - Hang coats up in the correct place. - Return to their place/ activity. 	<ul style="list-style-type: none"> - Prompt with timings. - Staff on duty go to allocated line and encourage pupils to wait in their line quietly. - Teachers/HLTAs leading classes back in deliver clear instructions and remind children of the expectations when walking into school. - Have an activity ready and displayed for children so they can start as they immediately enter the class
Toilets	<ul style="list-style-type: none"> - Where possible children should go to toilet a breaktimes. - Walk quietly to the toilets. - Keep the area clean and tidy e.g. flush and put rubbish in the bin. - Have high levels of personal hygiene. 	<ul style="list-style-type: none"> - Monitor who has gone to the toilet.
End of day routine	<ul style="list-style-type: none"> - Be responsible for remembering equipment. - Only leave when instructed to do so by adult dismissing. - Tuck chair in and leave workspace tidy. 	<ul style="list-style-type: none"> - Adult to ensure pupils remain supervised during this time – exercising their awareness that unstructured moments during the school day are difficult for some children.

		<ul style="list-style-type: none"> - Provide an activity for pupils so they are settled whilst their classmates are getting their belongings. - Dismiss each child individually.
Trips	<ul style="list-style-type: none"> - Children must conduct themselves safely and sensibly on roads, public transport and in public spaces. - Children must respect the organisation or venue they are visiting and follow any rules held. 	<ul style="list-style-type: none"> - Children must be paired up/grouped and head counts should be conducted regularly. - Inform children of expectations

Managing challenging behaviour

Traffic lights MUST NOT be visible to children. They are there so adults know which step the children are up to.

Behaviour	Action
<p>Level 1</p> <p>Not listening to peers or adults. Excluding others from games. Distracting others. Shouting out. Misuse of resources. Not sharing. Not following hand signals. Unkind words that have a negative effect on others. Rough play/pushing. Not following a reasonable instruction. Not attempting tasks Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing.</p>	<p>Redirection</p> <p>Gentle reminder / encouragement/non-verbal clue Publicly celebrate somebody who is doing the right thing.</p>
<p>Level 2</p> <p>Children continuing with above behaviours after being redirected.</p>	<p>Reminder</p> <p>After redirection, if any of the above behaviours are continuing, remind children using this script. A quiet and personal comment: <i>How can I help?</i> <i>What are you finding difficult?</i> <i>What could you do differently?</i> This is your reminder of our expectations - delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. If the child is continuing with these behaviours, remind them (KS1 and KS2 only) that they will lose a dojo next.</p>
<p>Level 3</p> <p>Level 1 behaviours with a higher degree of frequency and/or intensity. Other examples of Level 3 behaviours</p>	<p>Caution</p> <p>Step 1: Recognise the child's feelings and empathise with them: Take a moment to notice the emotion underneath the behaviour. Step 2: Label and validate the feelings and link them to a trigger if possible:</p>

<p>Inappropriate language. Verbal confrontation with adults. Negatively targeting other pupils - physically verbally or via social media. Damaging property, including defacing property.</p>	<p>E.g. <i>'you seem angry, I understand. It is a difficult task'</i>. Step 3: Limit Setting (if needed). E.g. <i>'In class we use kind language towards others otherwise we will need to discuss this further at breaktime'</i>. Step 4: Problem Solving. E.g. <i>'Maybe it is best if I help you on this question so you don't feel so angry'</i>. If the child is quick to regulate/addresses their behaviour positively, these steps are enough. If, after going through the steps, the child has not made any changes to their behaviour, inform them that this is a caution which results in the child losing a dojo and requires the child to discuss their behavior at break/lunch. Log on CPOMS and ensure parent/carer is informed.</p>
<p>Level 4 Children continuing with above behaviours after a caution.</p>	<p>Final Caution Speak to the pupil privately and give them a final opportunity to engage. At this point the child will be staying behind for 5 minutes at break/lunch to reflect on what happened. 1. Describe observed behaviour, e.g. <i>'I have noticed you are...'</i> (having trouble getting started etc.) 2. Identify underlying need, e.g.: <i>'This might be because'</i> (try to identify what need, difficulty or emotion the behaviour is communicating). 3. Give alternative suggestions to the observed behaviour, e.g.: <i>'In class when you find it hard to ...'</i> (behavior seen) <i>'it is better to ...'</i> (give alternative positive behaviors). 4. State consequences and the reason this will benefit the child: <i>'As you are finding this difficult at this time you will need to ...'</i> (catch up with your work at break, come and talk to me at break etc.) <i>'so that ...'</i> (e.g. you do not miss learning, we can talk about how I can help you in the future) 5. Positive ending: e.g. <i>'Do you remember last week when you...'</i> (example of positive behaviour)? <i>'That's who I would like to see today'</i>, or <i>'I know you will do your best and I look forward to ...'</i> (e.g. reading your work, helping you with ..., hearing your great ideas). The child will need to stay behind at the end of the session, even if they now engage (this cannot be removed, reduced, or substituted). Log on CPOMS and ensure parent/carer is informed.</p>
<p>Level 5 Deliberate and repeated intimidation or negative targeting of other pupils (physically, verbally or via social media). Prejudiced comments (e.g. racist, xenophobic, sexist, antireligious, disablist, homophobic, transphobic, biphobic).</p>	<p>Behaviour Break This is when a pupil may need to regulate. This can be sat in a different part of the classroom, in a buddy class – years 1 – 6 - or supported by the pastoral team/SLT. Questions to assist reflection, restoration and repatriation: 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. How have you felt since?</p>

<p>Physical violence or aggression to adults or children or encouraging this in others (e.g. biting, spitting, hitting and kicking (dependent on age). Threatening behaviour. Unsafe behaviours (e.g. to self, others or physical objects). Forming gangs for the purpose of intimidating others. Repeated refusal to follow instructions (e.g. walking away, leaving area, attempting to leave school). Putting themselves, other children or adults at risk. Stealing, including hiding another person's property.</p>	<p>4. Who has been affected? 5. In what way have they been affected? 6. What do you think you need to do to make things right? 7. What can I do to help you do your best?</p> <p>Adult finishes with language of hope and belief about child's effort, for example 'I know you will try your best', 'I am looking forward to working with you in ...' Children will be expected to catch up on any missed work when they have needed time out of class. Log on CPOMS and ensure parent/carer is informed.</p> <p>If a child has got to stage 5, they will miss their lunchtime to either reflect on what has happened/catch up on the work they missed when taking a behaviour break. Depending on the seriousness of the incident, further sanctions/adjustments may include:</p> <ul style="list-style-type: none"> - Alternative break/lunch - Completing learning tasks with SLT/member of the pastoral team instead of in class - Exclusion (see below)
<p>After break and lunch, the child goes back to the start of this process – we need to give children the opportunity for a fresh start.</p>	
<p>*Escalation of time</p>	<p>*DO NOT describe child's behaviour to another adult in front of the child. If after time, the child is not settled to return to the classroom without disrupting the learning of others, the child should be escorted to a member of SLT/ Pastoral. The child will then return to the original adult for repatriation process with the support of SLT/ Pastoral.</p>
<p>Personal Plan</p>	<p>If a child consistently struggles with their behaviour, staff should complete a cause of concern form and consult with our SENDCo and parents/carers. Children who frequently present with challenging behaviour should have a personal plan so we can use a consistent approach to support these children.</p>

The school uses a software 'Cpoms' to record all red incidences of inappropriate behaviour including racism, swearing, homophobic language, threats, violent actions, peer on peer abuse. This is a central electronic record where teachers can log incidences and alert senior members of staff. Incidents of a homophobic, racist nature or peer on peer abuse should be referred directly to the Head teacher. Any attack on a member of staff should be dealt with by a member of the senior leadership team.

Serious Incidents

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the head of school or a member of the senior leadership team.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking other children and/or adults.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use skilful staff to build relationships with each individual child. These children will have bespoke behaviour plans / positive handling plans.

Fixed Term Exclusion

We believe that, in general, exclusions are not an effective means of moving behaviour forward. If a child seriously or persistently breaches the school's behaviour policy, the head of school may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the head of school or a senior leader representative to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and, where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

Permanent exclusion should be seen as a last resort and, for governors to agree with this, a school should be able to show that it has taken all reasonable steps to avoid exclusion; all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity.

- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

School support systems

We believe that all staff in our school must take account of the individual needs and circumstances of pupils when implementing behaviour policies. We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration in the type of provision and resources offered to them to ensure they reach their full potential. All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school behavioural policy. Internal records will be regularly scrutinised in order to identify trends, patterns and antecedents of behaviour and also to monitor the impact of interventions used. Pupils may be vulnerable at all times or at specific times during their school career. Liaison with the SENCO is advisable if particular pupils experience persistent difficulty in adhering to the school rules. The SENCO may be able to arrange suitable intervention.

Roles and responsibilities

In consultation with the head of school, staff and parents, the governing body will establish the policy for the promotion of good behaviour and keep it under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour. The head of school will be responsible for the implementation and day to day management of the policy and procedures. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility. The governing body, head of school and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures, and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Appendix A

Year 1	Year 2
Year 3	Year 4
Year 5	Year 6

If children need time away from the class group, they go to the classes stated above. In mixed age classes go to the opposite class of the year group they are in e.g. a year 4 child in a year 3 & 4 class is sent to the year 3 class.

Appendix B

Halsnead Primary school

Personal Plan

BEHAVIOUR PLAN

PUPIL NAME
YEAR GROUP:

Date of birth:

Staff working with the pupil:

Date plan starts:

Date of next review:

Situations that cause me to show anxious or difficult behaviour:

-

Stages of behavior – Green

-

Support Strategies

-

Stages of behavior – Amber

Support Strategies

-

Stages of behavior –Red

-

Support Strategies

Stages of behavior –Blue

-

Support Strategies

Agreement:

Parent name

Parent signature

Date

Shared with following staff: