



Behaviour & Relationship Policy and Procedures

Reviewed by: Full Trust Board

December 2013	08.10.2020	
September 2015	07.10.2021	
September 2017	06.10.2022	
September 2018	05.10.2023	
10.10.2019	05.12.2025	

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied with equity to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

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

3. Definitions

Misbehaviour is defined as:

- Not following the Park Road Sale Primary School's (the School) values and rules
- Disruption in lessons, in corridors between lessons at break and lunchtimes, in Kidsclub, in extra-curricular clubs and on trips
- Non-completion of classwork due to poor behaviour choices
- Disrespectful and/or poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour (like interfering with clothes)
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, including vaping
- Racist, sexist, homophobic, disablist or discriminatory behaviour / language
- Possession of any prohibited items

4. Responsibilities:

Trustees and the Senior Leadership team are responsible for:

- Reviewing and approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that all staff members understand the behavioural expectations and the importance of maintaining them
- Monitoring that the policy is implemented by staff consistently with all groups of pupils (understanding that adaptations and flexibility for specific pupils with needs may need to be in place)
- Ensuring that staff members deal effectively with poor behaviour
- Support staff in responding to behaviour incidents
- Support staff in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- Providing new staff members with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Staff members are responsible for:

- Creating a calm and safe environment for pupils
- Have high expectations of all pupils and a positive attitude towards them
- Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the behaviour policy consistently, fairly and with sensitivity
- Providing adaptations, and a personalised approach to the specific behavioural needs of particular pupils
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling positive behaviour and build relationships
- Supporting pupils to meet the school's expectations and values
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Considering their own behaviour on the school culture and how they can uphold the school's values, rules and expectations
- Monitoring bullying concerns within their class
- Recording negative behaviour incidents promptly on CPOMS
- Communicating with parents in a timely manner

Parents and carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education
- Foster good relationships with the school and support the school in the implementation of this policy
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils will learn and understand:

- The school's values, rules, behaviour culture and procedures
- The expected standard of behaviour they should be displaying at school
- The rewards they can earn for meeting the behaviour standard and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- That they will be supported to meet the behaviour standards by all adults in school

5. Our School Values

Our vision and values are at the heart of everything we do. They support our school's ethos and underpin our teaching and learning whilst providing an environment which prepares our children to be confident, happy citizens at each stage of their educational journey and beyond.

The values have become our "language for being" - phrases that the children themselves can relate to and a way in which they and the staff behave. As a school, we are focused on what is right for our children. We are confident that our values enhance excellent behaviour and academic progress and achievement. They help us to empathise with each other and work together, being responsible citizens as well as helping each individual reach the potential they are capable of.

Through our school mission statement and our school values, we promote behaviours that are important within the school community and are values which will be important throughout life in wider society norms.

Inspiring all to Achieve

At Park Road Sale Primary we work together, caring for, supporting and inspiring each other to achieve.

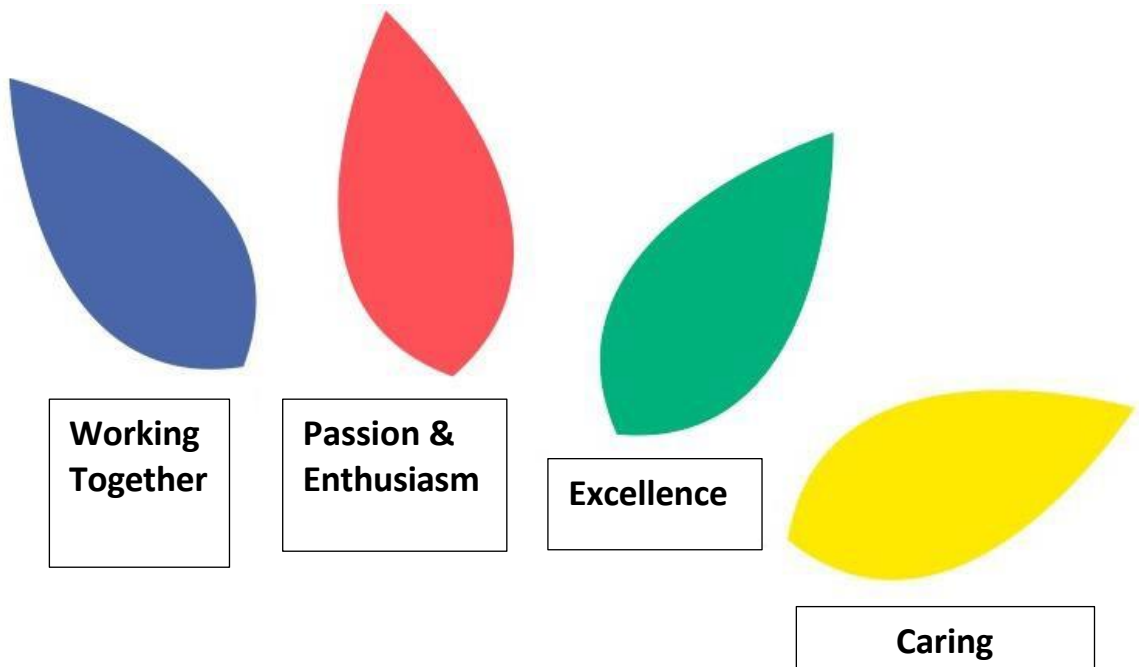
We **ignite curiosity and inspire a love of learning** through memorable experiences and exciting challenges, which prepare our children for an ever-changing world; **they are empowered to be the best that they can be.**

Our **inclusive community** encourages children to enjoy learning, have fun, be happy, **be respectful and care for one another** in a safe and supportive environment.

Children, parents governors and staff all work together to ensure that we are a successful school with motivated learners, where **high expectations result in outstanding levels of attainment and achievement.**

We are all proud to be part of the Park Road family!

Our School Values are:



Our school motto is: Always try your best as only your best is good enough.

6. Behaviour Principles

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our children and parents feel safe, nurtured and respected. The Trustees and staff at Park Road aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by pursuing an inclusive policy towards our pupils which celebrates diversity, understands the importance of common identity and reflects our school values. Through our values, we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential and dreams, through a journey of life-long learning.

Park Road Sale Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We understand that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. Everyone has the right to learn without being disrupted. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

We have high expectations of everyone in our school community and we will actively promote equality whether race, gender, age, sexuality, religion or disability. This policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The Trustees and staff at Park Road believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves.

Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques applied throughout the school by all members of the school community with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.

Our Relationship and Behaviour policy echoes our vision, school aims and values and provides simple, practical procedures for staff, pupils and parents.

Rights

Park Road is a United Nations Convention on the Rights of the Child (UNCRC) Rights Respecting (RRS) School. We recognise and actively support the fact that all members of the school community have the right to:

- **be listened to**
- **be safe**
- **be healthy**
- **an education**
- **become the best we can be**
- **relax and play**
- **be treated fairly**

At PRS we all have the right to:	We respect and take responsibility for this right by:
Be listened to	• listening to, valuing and respecting each other's ideas
Be safe	• being trustworthy, following safety rules and instructions • caring about the emotional and physical safety of others
Be healthy	• making healthy choices • speaking to an adult if support is needed
An education – being the very best we can be	• being enthusiastic, ambitious and ready to learn • being courageous, persevering and developing a growth mindset
Relax and play	• being friendly and caring towards each other when relaxing and playing
Be treated fairly	• treating each other fairly and respectfully, and having the courage to stand up for what we feel is right

At Park Road we recognise that all members of the school community play a role in and have responsibilities towards promoting and supporting these rights. We also recognise that it is the shared responsibility of everybody to promote positive relationships and support behaviour regulation in school.

The continued commitment to respond to the learning, development and Social Emotional and Mental Health (SEMH) needs of the pupils and staff at Park Road is everyone's responsibility. This includes all pupils (rights holders), staff, governors and parents/carers (duty bearers). We expect the whole school community to act as positive role models for our children as we develop their attitudes, morals and beliefs for all aspects of life.

Class Charters

Within class, this is done by the creation of a Class Charter by each class throughout the school. Each charter is created by the children and staff within the class,. Everyone signs up to it, agreeing to respect the chosen rights for themselves and others through their responsible behaviour.

Our Whole School Charter **Appendix 3** reflects the principles for behaviour in the school, which have been agreed by the whole school community. It clearly outlines the roles and responsibilities of all members of the school and wider community in upholding these principles.

7. At Park Road we aim to:

Foster excellent relationships between all members of our Park Road community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.

Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.

Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.

Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.

Ensure that pupils behave in a responsible manner, showing consideration, courtesy and respect for others at all times

Create the conditions for an orderly community in which there is mutual respect between all members and proper concern for each other's property and for the environment

Use restorative approaches and a trauma informed response

Build a community which values and models kindness, good humour, tolerance and empathy for others.

8. Fundamental principles

All members of our school community have the right to:

- feel secure and safe
- feel happy and be treated with kindness and understanding
- be treated fairly and consistently
- be listened to (at an appropriate time)
- be treated with respect and politeness
- be treated with empathy

The fundamental principles which underpin our policy are:

- Unconditional positive regard for all pupils
- A focus on choice: we refer to good choices (which lead to rewards and recognition) and choices which are poor (which lead to consequences)
- An understanding that some behaviours or dysregulation of children are one way that some children communicate their emotions

The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made or entering into an emotionally dysregulated state; rather than negative expectations associated with 'labelling' of a child (e.g. naughty)
- Recognising, acknowledging and rewarding pupils for their positive choices and self-regulation, and use of the school behaviour rules
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly
- Encouraging pupils to be proud of their school
- Using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility

9. Consistency of Approach

In implementing this policy, Park Road Sale Primary School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring "certainty" at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour around the school site:

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

This policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning, appropriate praise and celebration of outcomes.

When children do not meet the expectations, either through consistent low-level disruption or more severe incidents, we will always try to teach the child what is expected, without humiliation. At these points, we will enable the child to reflect on, and learn from their behaviour and to make reparation wherever possible.

On occasions, consequences may be necessary to demonstrate that misbehaviour is not acceptable; to provide boundaries and make our expectations clear. Consequences should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably.

Our School Value Rules:

The aims of this policy will be met by everyone observing our golden rule and 4 values rules. These are:



By displaying behaviours linked to following these rules we will create a safe and positive learning environment which leads to a culture of excellence and success.

<u>Be a Team Player</u> <u>Working together is . .</u> - Teamwork - Participating - Listening - Positivity - Patience - Tolerance	<u>Be Passionate and Enthusiastic</u> <u>Passion / Enthusiasm is:</u> - Resilience - Hard work - Dedication - Engagement - Interest - Growth Mindset
<u>Be Excellent</u> <u>Excellence is :</u> - Ambitious - Quality - Achievement - Progress - Role model - Your best	<u>Be Caring</u> <u>Caring is :</u> - Respect - Friendship - Helping - Sharing - Encouragement - Good Manners

10. Behaviour Culture and Procedures

Our whole school behaviour system is called 'The Premiership' which recognises that we expect all children to demonstrate school expectations on values, rules, conduct and behaviour and rewards children for doing so.

Every child has a ball of their choice – with their name on. Each and every day, children start the day in the 'Premiership Division'. If they chose to not follow school values and rules, children will move down a division. The divisions in our system are: Premiership, Division 1 Division 2 and Relegation. Children will be rewarded for staying in the Premiership all day and their teacher may chose them for 'Player of the Day' – someone who has demonstrated their best all day. Our procedures, rewards and consequences all are part of the Premiership reward system.

11. Responding to Good Behaviour

Rewards and recognition

General Praise

Many children respond very well to general verbal praise. Sometime teachers may communicate with parents about how well children are doing.

When praising children's learning by whichever means, it is important to remember that praise needs to be meaningful and should in the main, praise the effort or process rather than the general overall attainment. Children who are praised for effort, know to make continued effort to overcome difficulties in their learning. Children who only ever receive praise for their outcome and/or ability/talent may struggle when learning becomes difficult since to admit they find something difficult is an admission they no longer have that talent/ability. Therefore, praise must focus on effort and process to build resilience and encourage risk taking.

Class Points

Children are rewarded through the use of Dojo points using 'Class Dojo'

They can be awarded the following points for:

1) Demonstrating positive behaviours and values:

- 1 dojo - Working together
- 1 dojo - Passion & enthusiasm
- 1 dojo - Excellence
- 1 dojo - Caring

2) Demonstrating positive learning behaviours:

- 1 dojo - Ready to learn
- 1 dojo - On task

3) Whole class excellence

- 1 dojo for demonstrating any of the above as a whole class
- 1 dojo for demonstrating positive behaviours in assembly (these are called Assembly Dojos)

4) Premiership System:

- 3 dojos for staying in premiership that day (these are called 'Always' Dojos)
- 5 dojos for being player of the day
- (note: if a child is absent they will still earn Always Dojos)

Stickers

Children can earn dojo stickers for their work which recognise the effort and learning values children demonstrate – stickers are converted in to dojo points.

Children can also be awarded special "Headteacher" stickers from Mrs Walmsley and "Deputy Headteacher" stickers from Mrs Chadwick & Miss Fisher for demonstrating excellence in any area of school life.

Star of the Week

Teachers will choose one person from their class each week to receive the 'Star of the Week'. School sticker and mini prizes from the teachers prize box are awarded.

Headteacher Certificates.

We have a Praise Assembly each Friday. Children from each class are chosen as they have stood out that week for demonstrating excellence in any of our school values. They are awarded a headteacher certificate and enjoy a round of applause and recognition from the whole school.

Out of School Excellence.

We also like to use assembly times to congratulate pupils on very special achievements they accomplish in their own time. Examples of very special achievements include bronze, silver or gold medals from any sporting events, taking part in national tournaments, representing the country, significant charity/ volunteer work etc. If your child needs special recognition, then please email in to school with details for Mrs Walmsley to consider.

School prize giving

At the end of the school year, we hold our 'School Awards Assembly'. In this assembly, children receive recognition for:

- Representing the school in our wider community
- In sports teams: Managers player of the year / Most improver player.
- Reading
- Maths
- Science
- Presentation
- Growth Mindset
- Art
- Music
- Outstanding contribution

Children will also be awarded their Premiership prize at this assembly and Values Badges (given in recognition that they have been awarded a Headteachers Certificate for demonstrating our values) are given out. We make sure that, whilst some children are celebrated for specific achievements, all children will receive some award at this assembly.

Dojo Rewards

Individual Awards:

Children are awarded a special Park Road Certificate and Sticker for every 100 dojo points they achieve.

Class Awards:

When classes have achieved 50 “whole class treat” dojos the class will earn a treat! There are a number of treats that we have devised that the children get to choose from and enjoy as a whole class.

Premiership Awards

At the end of the academic year, we will calculate how many “Always” dojo points children have been awarded. They will receive a special prize at our awards assembly according to their points totals:

500 Always Dojos	Bronze Award
520+ Always Dojos	Silver Award
550 +	Gold Award

(we may even need a Platinum award for children who demonstrate a very high number of Always Dojos but this is still to be decided)

12. Responding to Misbehaviour

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children and regularly revisited. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to Kidsclub, all extra-curricular activities, off-site activities, and educational visits.

Staff members 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 poor choices or misbehaviour will always be addressed.

When considering consequences staff will endeavour to act as consistently as possible, right throughout school. However, just as we make adaptations for children with Special Educational Needs in lessons (such as in English and maths) we will also use adaptations with this policy as necessary. Staff will seek to understand the context of the individual child, taking into account whether the child has any Special Education Needs and the social and emotional needs of the pupils.

Below is a simple behaviour ladder and hierarchy of consequences. The staff member, and when necessary in consultation with the Senior Leadership team and/or Headteacher, will determine the most appropriate consequence. All consequences should be reasonable, proportionate and appropriate to the age and understanding of the child.

When giving children consequences, it is important to separate the behaviour from the individual i.e. 'We like you, it's your choices we don't like!' Children need to understand we don't set consequences, because we enjoy it, rather because we care about them and want to teach them boundaries so they may grow into responsible caring adults.

Consequences Ladder

Step 1	Reminder	A gentle reminder of the school rule. This may be to whole classes, groups or individuals.
Step 2	Warning	A clear verbal warning making the child aware of the behaviour and clearly outlining the consequence if they continue
Step 3	Move to Division 1	(if this caution is not taken) No Always Dojos and loss of play: 5mins for Juniors 3mins for infants 2mins for EYFS
Step 4	Move to Division 2	(if behaviour continues) Work outside of classroom for the lesson or removed from playground if during playtime. Restorative Conversation on return
Step 5	Move to Relegation	(if behaviour still continues) Send to another classroom to complete work / internal exclusion Next available breaktime – taken to Key Stage lead / Deputy Teacher will accompany child and have a joint Restorative Conversation

Behaviour on the playground.

School acknowledges that there will be occasions when children do get hurt. Most of the time this will be in the form of a self-inflicted / friendship related accident (falling over in the playground for example).

However, if on the rare occasions that children get injured through aggressive behaviour, we do sometimes get children using the phrase "I didn't mean to hit them it was an accident". Whilst it is true that no malice was intended from the outset, nevertheless, children cannot get injured in this way by complete accident.

We therefore teach the children at Park Road that, when a child hurts another child, there are 3 kinds of categories to explain how a child was hurt:

1) An Accident	A pure accident where there was absolutely no intention to hurt. (accidents do happen!) E.g.: bumping into another person when running around not looking where you are going / banging heads etc
2) An Avoidable Incident	This is an incident where there was no malice or intention to hurt, but by playing or acting in the aggressive way they did, this led to a child being hurt. E.g. playfighting / arguing over playground equipment/ scrabbling for the same ball/pushing in a line etc.
3) A Serious Incident	This is an incident where a child has engaged in fighting / aggressive or violent behaviour, with the intent to hurt. (Thankfully these are very rare at Park Road!)

12. Consequences for Specific Non-negotiable Behaviours:

No warning will be given for these behaviours

If a child hurts another child by either an avoidable or serious incident, in all cases the child will move automatically to **Division 2 or Relegation** depending on the seriousness of the incident. As a school, we are clear that hurting others is never acceptable.

If a child uses any form of discriminatory language (towards any of the protected characteristics), on purpose with the intent to hurt or upset, they will move automatically to **Relegation**. As a school we are clear that using language in this way is never acceptable and will not be tolerated at all.

No-one can bite or spit at someone by accident or as an avoidable incident. Children new to the school; in Nursery or Reception will get one warning about this behaviour. In all other instances **Spitting or biting** will automatically mean a child is moved to **Relegation**.

In addition, the serious nature of the any behaviour may warrant further consequences, which will be decided by the Headteacher or Deputy headteachers.

Playtime Exclusion	Persistent disruptive behaviour at playtime. Serious single event at lunchtime which has resulted in Relegation
Internal Exclusion	Serious single event usually where the safety of other children or staff is a concern
Exclusion – fixed term	Persistent disruptive behaviour. A very serious single event Persistent serious events
Permanent Exclusion	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. Always taken as a last resort.

13. Removal from classrooms

In response to serious or persistent breaches of this policy as per the consequences ladder, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to persistent or serious misbehaviour. Staff members will only remove pupils from the classroom as the 2 last steps on the consequences ladder, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain self-regulation in a safe space

Relegation: Pupils will be removed from the classroom for a maximum of one lesson. Any longer than that should be with the explicit agreement of the headteacher or deputy head teacher.

Longer periods may be needed when for example the pupil is dysregulated and to return then to the classroom would result in failure. Consideration must also be given to the child's age and any SEND needs and adjusted appropriately.

Parents will be informed on the same day that their child is removed from the classroom for being in Relegation.

Internal Exclusion: will usually be a half-day session or one full day session. Children will be supervised by a member of the SLT. As an internal exclusion is a consequence of a serious event, parents will be informed before any internal exclusion occurs.

Suspension and permanent exclusions

In response to serious incidents as in the table above, the Headteacher will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension / exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Suspension and exclusion are always a very last resort.

14. Reintegration

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The School will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- support from pastoral support lead
- Use of teaching assistants
- Short term behaviour charts / reward charts
- Long term behaviour plans
- Multi-agency assessment
- Pupil support units

Class Dojo will record all incidences of children moving a division. Where a child is moved to Division 2 or Relegation, details of the incident that led to the removal, will be recorded in the CPOMs behaviour log. In addition, parents will be informed about incidents of moving to division 2 or relegation and persistent moving to division 1.

15. Restorative Conversations

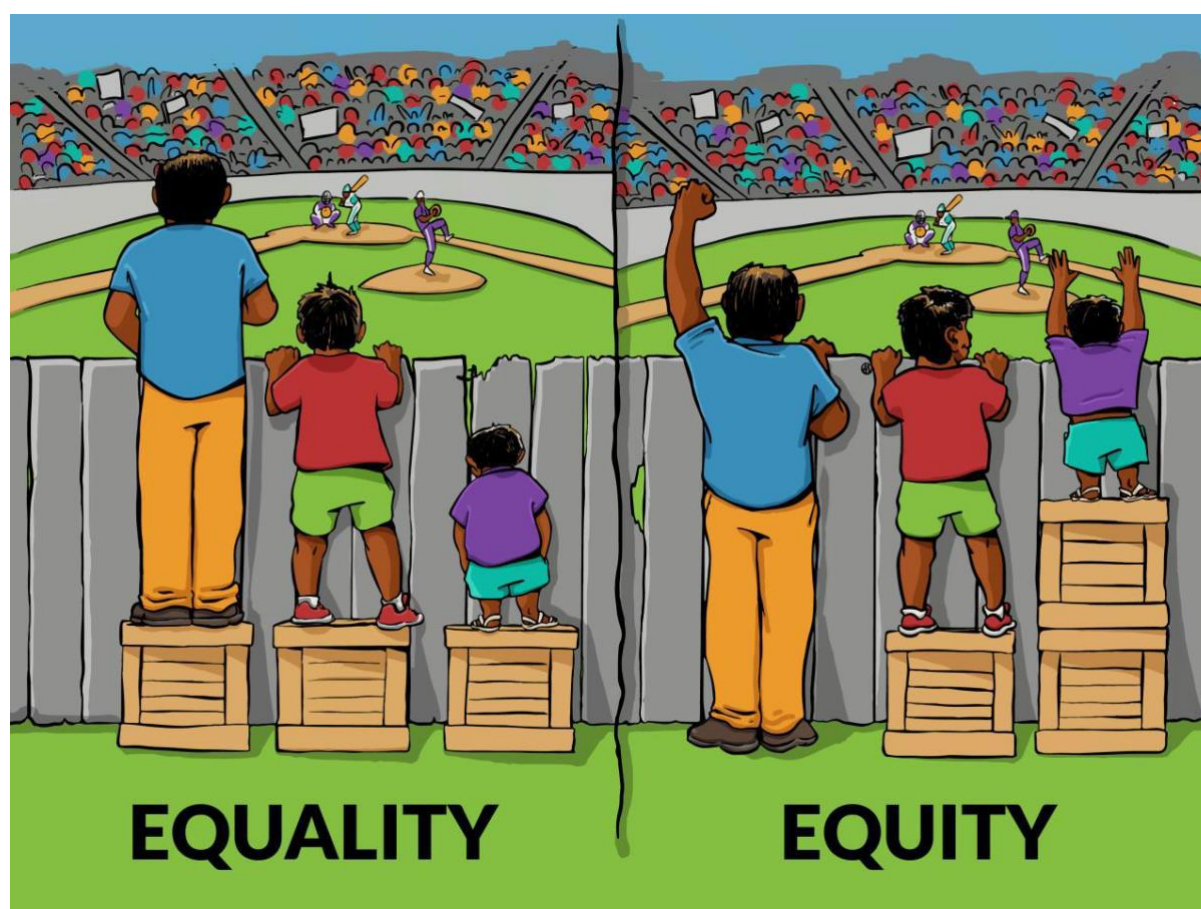
As part of our approaches to managing behaviour, adults should hold restorative conversations with children for any child who reaches step 4 or step 5. Sometimes it may include other adults or children.

Staff have a script for the restorative conversation and will choose the appropriate questions from below and address each together.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

For children to reach a shared understanding and feel the process is fair, they need to be free to express all emotions, within a safe environment, including those which are negative. This should

result in a clear understanding of how to move forward. We teach children that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



16. Emotional Coaching & Zones of regulation

At Park Road Sale, we follow a consistent approach throughout school. We use Emotional Coaching techniques and follow the Zones of Regulation principles.

The Four steps to emotion coaching:

Step One – Ensure the environment is safe, recognise the emotion, empathise and sooth to calm the individual.

Step Two - Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, “, you look really angry today.” Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their regulation strategies (e.g. calm corner, calming strategies, kicking a football, having a cold drink, time with a member of the pastoral team/SLT) Then give praise for the use of regulation skills.

Step Three –Set limits on behaviour. Use correction or problem solving where appropriate e.g. “But it is not okay to kick the door like that. Let’s think about what you could do instead next time that you are feeling angry.” This will enable the child to learn from their experience.

Step Four - Problem solving with the child. When the child is emotionally regulated and ready to reflect, be curious about the possible reasons behind their emotion e.g. “I wonder if these angry

feelings are because you're feeling left out. Show empathy and acceptance of the feelings e.g. "I get it. I would feel angry if I was feeling left out too." Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that 'the relationship is bigger than the act'.

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation.

17. Responding to the Behaviour of Pupils with Special Educational Needs

Recognising the impact of SEND on behaviour

The School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, they will be considered in relation to a pupil's SEND, although not every incident of misbehaviour will necessarily 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 this 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 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.

Adverse Childhood Experiences (ACES) and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Types of preventative measure may include, but are not limited to:

- short planned movement or brain breaks
- sensory circuits
- adjusted seating plans for pupils with hearing or vision impairment
- adjusted uniform because of sensory or medical needs
- staff training
- use of separation spaces or safe areas

Adapting sanctions for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the School will consider

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Was the pupil 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 sanction 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

Where necessary, support and advice may be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

18. Reasonable Force (Positive Handling)

The school makes use of the DfE guidance: Use of reasonable force in schools (2013)

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
- Hurting others
- Damaging property
- Committing an offence.

Any force used should always be the minimum needed to achieve the desired result. Key staff at school have had the appropriate Positive Handling training to use positive handling, force and restraint appropriately and safely, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept

on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

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

19. Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school.

Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via walkie talkies and/or mobile phones.

If a child leaves the school site the police will be contacted via 999, for the safety and wellbeing of the pupil.

20. Searching of Pupils and Their Belongings & Confiscation

Teachers have authority to confiscate property in order to maintain an environment conducive to learning which safeguards the rights of other pupils to be educated. They have a legal right to search a pupil, their bags or any other location where pupils' belongings are stored without consent if there are reasonable grounds to suspect that the pupil had a knife or another weapon, alcohol, controlled drugs or stolen property.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school expectations or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Confiscation is often deemed a sufficient sanction and the return of most goods should either be at the end of the lesson or the school day e.g. mobile phones. If the items are of high value or dangerous, school may store safely until a parent can come to school to collect. Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

- Knives or weapons
- Alcohol or Illegal drugs
- Stolen Items
- Tobacco, cigarette papers, vapes
- Fireworks
- Pornographic images

- Any article reasonably suspected to have been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

20. 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
- In any other way identifiable as a pupil of the school
- Attending Kidsclub.

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 or has caused harm to another pupil
- Could adversely affect the reputation of the school.

21. Mobile Phones and Online misbehaviour

Pupils are discouraged from bringing phones to school and these should only be brought in years 5 or 6, when a child is walking home alone.

Mobile phones must be turned off and handed in to the class teacher as soon as the children arrive in class they will be kept securely in the classroom.

Mobile phones should not be used by pupils on the school premises including on the playground.

School does not accept any responsibility for mobile phones brought onto the premises.

The school can issue behaviour sanctions 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.

22. Bullying

Bullying is defined as: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, staring
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including (but not limited to) Racial Faith Based Gendered Homophobic Transphobic Disability based Misogyny / misandry / sexism	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school proactively seeks to foster a culture where everyone is safe from bullying and harassment by:

- Encouraging all in the school to report bullying behaviour – both victim and bystanders - all the bystanders know that it's their duty to do so and that they won't be accused of telling tales.
- Employing a Pastoral Mentor to work with and support children in danger of bullying or being bullied.
- Including bullying issues in the planned PHSE curriculum. Teach children the skills to be assertive.
- Use of restorative circles to help solve problems and repair the harm.
- Exploring relationship themes during Circle Time – care should be taken to not place children in a position where they are embarrassed about revealing feelings associated with bullying.
- Building children's capacity to think by including high quality Philosophy for Children (P4C) sessions.
- Providing a broad and balanced curriculum which allows for high attainment and achievement so all children can achieve and grow in self-esteem – bullies often have low self-esteem.
- Deploying Peer Mediators during break times.
- Highlighting bullying issues during class assemblies and Anti-bullying week.
- Good levels of supervision by adults and consideration of the learning environment.
- Monitoring the use of technologies inside and outside of school to ensure they are used appropriately and not for cyber bullying. Parents should contact school immediately if they believe this is happening outside school.
- Including questions in the pupil questionnaire about feeling safe.
- Being vigilant and looking for symptoms e.g. a change in the standard of work, a change in attendance patterns, change in a child's willingness to attend, a desire to remain with adults or complaints of a non-proven illness.

- Have links to the wider community to respond to incidents and look at prevention.

The school will respond to allegations of bullying by:

- Investigating every allegation.
- Support the bullied child, assure the child that their fears are taken seriously and that every possible effort will be made to try to protect them from further abuse.
- Apply appropriate sanctions which will vary according to the severity of the incident, and the previous behaviour of the children involved (see sanctions section of this policy).
- Parents informed of the conclusions of any investigation and action taken.
- Provide pastoral support including referral to the school's Pastoral Mentor (for both parties as necessary).
- Keep records of any allegations.
- Continue to monitor.

23. Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or, in her absence, the Deputy Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

24. Approach to sexual harassment and sexual violence

Sexual harassment/violence is never acceptable and 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 the Safeguarding and Child Protection Policy for more information.

25. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of positive handling
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development

26. Monitoring Arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents at step 4 and 5, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed regularly, at least once per term, by the Head and Deputy Head teachers

The data will be analysed from a variety of perspectives including:

- At School level
- By age group
- At the level of individual members of staff
- 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.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Trust Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per above). At each review, the policy and the statement of behaviour principles contained within it, will be approved by the Trust Board.

27. Links with other policies

This policy is linked to the following policies:

- Exclusions policy
- Safeguarding Policy
- Anti-Bullying Policy
- Acceptable Use Policy

Appendix One – Behaviours which will be addressed and the consequence ladder will be used:

	Some examples of what this looks like (not an exhaustive list!)
Not being ready to learn	Not sitting smartly Not sitting properly on chair slouching over desk turning around rocking on back legs not listening
Disrupting learning	being too noisy nuisance noise shouting out chatting / talking when you shouldn't be Making inappropriate noises
Not being on task or not making good learning choices	Wandering around the classroom Fiddling inappropriately with stuff Not being ready to learn at the start of each activity Not getting on with their work Not being a 'super sharer ' Not sharing toys, space, each other, resources
Not following instructions given by any adult	running around the hut or the Apollo challenger not sticking to playground boundaries Not listening Doing something when an adult has asked you not too.
Not being safe or sensible	not being a wonderful walker Moving around school unsafely incorrect equipment uses Going somewhere children are not allowed
Disrespectful behaviour	Not being kind Not being gentle in words or actions Damaging property Not keeping school tidy Messing in toilets Being rude to others dining hall – food not thrown on the floor, answering back Disrespectful language to each other / discriminatory language
Hurting others	No play fighting Gentle play on the playground Not using kind hands or feet Aggressive behaviour/ Violent Behaviour Biting and spitting
Bullying	Verbal Physical online

Appendix 2 - Examples of Scripts

These are just some suggested scripts that could be used with our consequence ladder.

Privately if at all possible, calm approach – no shouting, use child's name, child level, eye contact, deliver message then move away to give the child time to process what has just been said.

Reminder:

I noticed you chose to..... (noticed behaviour)

This is a reminder that we need to (remind of school rule)

You now have the chance to make a better choice.

Thank you for listening

Warning:

I noticed you chose to..... (noticed behaviour)

This is the second time I have spoken to you.

If you choose to break the rules again you will move to Division 1

(Pupils name) ... do you remember when _____ (model of previous good behaviour)? That is the behaviour I expect from you.

If you choose to break the rules again you will move to Division 1

Think carefully, I know that you can make good choices. Thank you for listening.

Division 1

I noticed you are still choosing to (noticed behaviour)

You need to move to Division 1. You will not receive your Always Dojo points today and you will also miss Of your playtime to reflect on how to make better choices.

Division 2

I noticed you are still choosing to (noticed behaviour)

You need to move to Division 2. This means you have chosen to not be a member of our class right now. You need to go to sit at the table outside the classroom.

I will come and speak to you shortly.

Relegation

(Name) despite your previous reminders, you are still choosing to (noticed behaviour)

You need to move to Relegation. This means you need to go to and complete your work there.

At the next playtime, we will go and speak to xxxx (Key stage lead or Deputy) together about the choices you have made.

PARK ROAD RIGHTS RESPECTING SCHOOL (RRS) CHARTER		
Children		
Adults' Responsibilities	WE ALL HAVE THE RIGHT TO...	Children's Responsibilities
Adults (Duty Bearers) respect this by:		Children (Rights Holders) respect this by:
listening, valuing and respecting each other's ideas	BE LISTENED TO UNCRC Article (A)10, 12, 13, 14, 15 (to be listened to at an appropriate time)	listening, valuing and respecting each other's ideas
taking care of everyone and everything at school	BE SAFE A6, 9, 10, 11, 16, 17, 19, 21, 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39 (to be physically and emotionally safe)	following safety rules and instructions, and having regard for the emotional and physical safety of others
- providing healthy food, water, exercise - providing support and guidance when required	BE HEALTHY A6, 24, 26, 27, 31, 32, 33, 39 (to have a healthy diet, lots of exercise opportunities and access to support if needed)	- making healthy choices - speaking to an adult if support is needed
- providing us with the best education - challenging our thinking and learning	AN EDUCATION A17, 28, 29, 30, 31, 34 (to learn in a positive environment where mistakes are part of the learning process)	- being enthusiastic and ready to learn - developing a growth mindset
- being ambitious for us in all that we do - being lifelong learners themselves	BECOME THE BEST WE CAN BE A29 (to be ambitious)	- being ambitious in all that we do - always persevering and stretching our brains
providing a time for us to play and relax	RELAX AND PLAY A31 (to value happiness, friendship and reflection)	being friendly and caring towards each other when relaxing and playing
treating each other fairly and respectfully, and having the courage to stand up for what we feel is right.	BE TREATED FAIRLY A2, 7, 8, 14, 15, 20, 22, 23, 25, 30, 37, 40 (to be respectful and courageous)	treating each other fairly and respectfully, and having the courage to stand up for what we feel is right.
STAFF		
RIGHTS	RESPONSIBILITIES	
To be supported by peers and managers	- To support our peers and managers - To use the support offered	
- To be listened to and treated with respect - To be given opportunities to share opinions	- To listen to others and treat them with respect - To share our opinions appropriately	
To be treated courteously by all others in our school community	To treat all members of our school community with courtesy, and to model this for pupils	
To be made fully aware of the school's systems, policies and expectations and to receive an appropriate induction into the school (including information for supply teachers)	- To contribute to the development of the school's systems, policies and expectations - To read and follow the school's systems, policies and expectations	
To receive appropriate training to increase skills in behaviour management	- To communicate training and support needs and to offer our experience and support to others - To implement training provided	

Parents/Carers	
RIGHTS	RESPONSIBILITIES
• To be treated with respect	• To be treated with respect • To treat all other members of the school community with respect • To model this attitude for their children
• To be kept informed about their child's progress through parent/carers meetings, newsletters, school messages, reports and assemblies	• To attend parent/carers meetings and to work in partnership with the school • To read reports, messages and newsletters • To communicate with staff at a mutually-agreed time about issues that may affect their child • To support their child with learning at home
• To be listened to	• To listen to others and to communicate their needs appropriately to the school • To talk to someone at early stages of concern, starting with the class teacher
• To have access to information on the school's approach to behaviour and attendance	• To support and work in partnership with the school's approach to behaviour and attendance
• To be informed of what their child needs to learn	• To enable their child to learn (by supporting home learning activities, ensuring their child has PE kit, reading logs, excellent attendance and arrives at school on time and well-rested for the day ahead)