



# Relationships and Behaviour Policy

## **Purpose**

At Howley Grange we provide all members of our school community with a safe, happy and nurturing environment. Our children and the adults they work alongside build strong relationships and work together to establish positive learning behaviours. This enables all pupils to learn and reach their full potential.

Howley Grange has a strong ethos which is underpinned by our commitment to our school values;

*Achieve, Believe, Care*

We expect all members of our school community to model behaviours which uphold our values.

This policy aims to outline how we nurture positive relationships and behaviour at Howley Grange, helping our children to show behaviours which enable them to learn and grow a sense of self-worth, whilst developing an understanding of their social responsibility to others. Howley Grange has a proactive and positive approach to the management of behaviour; we do not merely deter inappropriate behaviour through the use of sanctions. Our primary focus is to promote and reward good behaviour, developing the understanding and skills our children need to make the correct choices, both now and in their futures.

## **Leadership and Management**

The school leadership team are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations at Howley Grange and the importance of maintaining them. School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of our school. School leaders consider any appropriate training throughout each year which is required for staff to meet their duties and functions within the behaviour policy. This could be whole school or cohort related. We ensure our staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other agencies such as counsellors and Mental Health Support Teams, can help to inform effective implementation.

## **The school behaviour curriculum**

Positive behaviour reflects the values of our school, taught through routines and readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

## **School systems and Social Norms**

### **Promoting Positive Relationships**

Around our school you will find:

- The school values displayed prominently in the main entrance, enabling everyone to understand the behaviours we value and expect at Howley Grange.
- All members of staff model 'Respect' at all times.
- Adults praising children and acknowledging good behaviour.
- Weekly 'Golden Time' (unless they have lost this privilege)
- Weekly whole school 'Achievement Assembly'
- Lunchtime supervisor rewards (good behaviour stickers)
- Children being given responsibilities such as buddies, reading ambassadors etc.

#### **In our classrooms;**

At Howley Grange we recognise that quality first teaching and consistent routines have the most impact on children's behaviour. Class teachers will ensure that each class creates and agrees a class charter. They will also be responsible for following the school's rewards and sanctions systems on a day to day basis with their class. It is essential that there are positive relationships established between adults and children, ensuring that effective teaching and learning can take place in a nurturing learning environment. In our classrooms you will find:

- Class charters on display; a set of basic rules agreed between the teacher and class.
- Adults verbally praising children and acknowledging good behaviour by moving up the behaviour chart.
- Individual teachers' sticker/award systems.
- Monitors and class responsibilities.
- Children visiting other staff members e.g. head/deputy for further praise.
- Parents/carers communicated with to discuss any issues and share positive news.
- Circle times-adults listening to the views of children, time to discuss positive choices when faced with dilemmas.
- PSHE sessions which teach the skills needed to make the correct decisions regarding social responsibilities.

#### **In our playground;**

Playtimes enable our children to have fun, refuel and socialise with their peers in a relaxed environment. Whilst learning behaviours may not be so apparent at these times, children still need to be making the correct choices and behaving in accordance with our 'Respect' ethos. In our playground you will find:

- Adults praising children and acknowledging good behaviour
- Adults on duty, ready to support children in making good choices
- Children as role models through the 'buddy' system

#### **Outside of school premises;**

We have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This would be in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. This includes:

- when taking part in any school-organised or school-related activity, e.g. residential / visits
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Behaviour issues online can be very difficult to manage given issues of anonymity and that they can occur off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. As a school we have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

## **School Wide Behaviour Reward Systems- for all children**

Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a whole school Zone Board system and a House Point system.

### **Zone Board System**

All children start the day with their name in Green Zone. Children can move up to silver or gold zone as a result of good behaviour choices. Children can move down to amber or red zone as a result of inappropriate behaviour choices (see flow chart in appendix 1). Children who end the day in either silver or gold zone are given a silver or gold sticker. In Reception and Key Stage One they stick on their jumpers and in Key Stage Two on their bookmarks. Children in Key Stage Two are able to use their stickers as 'currency' and exchange them for a variety of rewards and prizes. These incentives will be changed regularly to maintain interest. All children throughout the school will be able to participate in 'Golden Time.' This is a weekly reward which changes regularly and is decided on by the class teacher in conjunction with the children. Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour. It recognises those children who consistently make the correct choices. Those making poor behaviour choices will lose their 'golden time'.

### **House Points:**

Children in Key Stage One and Two are awarded house points. These are used predominantly (but not exclusively) for academic achievements (e.g. good effort in a piece of work). The team with the most house points will be announced in achievement assembly every other Friday. Children in Key Stage One and Two will be allocated one of the following house point teams;

**Red Owl, Yellow Owl, Green Owl, Blue Owl**

The children earn house points for superb effort in work. All adults in school award house points, the children record their house point by placing a token in to their classroom box. These are then collected fortnightly and added to the whole school collection tubes where who is currently in the lead is visible to the entire school. Overall winners for each term are awarded with the house point trophy and the children receive a commemorative pencil.

## **School Wide Behaviour Sanctions System- for all children**

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. Staff at Howley Grange respond 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 and recurring.

To achieve these aims, a response to behaviour may have various purposes. These include:

- *deterrence*: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- *protection*: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- *improvement*: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations, targeted pastoral support or a combination of the two.

Minor breaches of discipline are dealt with by the class teacher consistently, in a caring, supportive and fair manner, having regard to the age of the child. This will be through a verbal reprimand and reminder of the expectations of behaviour. All children are taught about the consequences resulting from poor behaviour. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. Children will receive warnings and will move down the Zone Board if the behaviour continues, however good behaviour will reverse that action, thus demonstrating the importance of making good choices. Children who end the day in the red zone will have a loss of privileges by losing half of their golden time. Parents will be informed by class teacher and it will be recorded on CPOMS. (See Zone Board flowchart in appendix 1).

Whilst we appreciate behaviour can be an emotive issue it is imperative that school and parents / carers work together when issues arise. Like adults, children do make mistakes and they need to understand that all behaviour has consequences but also receive support in order to ensure behaviour improves. This is best achieved with clear and consistent messages from school and home with parent's support, staff use of sanctions.

**For children whose behaviour poses a threat to the safety and/or education of others.**

For a case of 'extreme' behaviour, such as a child's poor behaviour leading to a serious incident or re-occurring incidents that have a detrimental effect on the safety and education of the child and others, other forms of sanctions may be considered. Parents will always be informed of these sanctions. These might include; further loss of privileges (in addition to golden time) for example loss of break / lunch time (detention), school-based community service (such as tidying areas of the school), being placed on 'behaviour report,' use of a radio to call for SLT support possibly resulting in short periods of time working outside of the classroom (removal from class) and internal suspension. Removal will be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons, e.g. as part of a planned response to help a pupil regulate their emotions. School will ensure the removal location will be an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by members of staff. School will have a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so. Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Any removal / internal exclusion / detention school will ensure access to drink, food and toilet facilities are provided.

The Head teacher, in consultation with the Governing Body, may also decide to use the following sanctions:

- Suspension
- Permanent exclusion

Suspension and exclusions are a last resort and may be used in response to a serious, persistent breach of the school's behaviour policy. The Head teacher's decision to suspend a child will be made in line with the principles of administration ensuring it is lawful, rational, reasonable, fair and proportionate.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should only occur when it is in the pupil's best interests.

Parents have a duty to ensure that their child is not present in a public place in school hours during a suspension unless there is reasonable justification for this. Parents may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified dates of the suspension.

**Staff Induction, Development and Support**

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school as part of our school code of conduct. As part of induction, and again annually, our behaviour policy and staff code of conduct is shared with staff. Throughout the year school leaders

consider any appropriate training for staff to meet their duties and functions within the behaviour policy. This could be whole school or cohort related.

### **Pupil Transition**

When children start our school (in September or mid-year) they are inducted into behaviour systems, rules and routines. They are also made aware of the school behaviour standards, expectations, pastoral support and consequences processes. Each class creates a class charter together ensuring they understand they have a duty to follow the school behaviour policy and uphold the school rules. These are visited at least annually when children move to a new year group but may also be revisited during the year if needed.

### **The Role of Parents**

The role of parents is crucial in helping our school develop and maintain good behaviour. To support Howley, parents should be encouraged to get to know our behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting this behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

We reinforce the whole-school approach by building and maintaining positive relationships with parents by keeping parents updated about their children's behaviour through a weekly achievement assembly and daily use of the behaviour chart, encouraging parents to celebrate pupils' successes. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

### **Pupil Support**

Our culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. The law also requires schools to balance a number of duties (Equality Act 2010 and Children and Families Act 2014) which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. The school should consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. As with all children, it is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed. Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate.

School use the system 'CPOMS' to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects

a sudden change from previous patterns of behaviour. It is also used to collect, monitor and objectively analyse overall behaviour data. Children who are identified as requiring additional behaviour support may receive the following interventions:

- initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have
- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- managed moves to another setting
- liaison with outside agencies
- pupil support units
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

### **Child-on-child Abuse**

Measures to prevent child-on-child abuse, sexual violence or sexual harassment, offline or online, and how to respond following any report we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) and our schools safeguarding and child protection policy.

### **The Use of Reasonable Force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

### **Banned Items**

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. Any items that would be illegal for a child of primary school age to purchase, e.g. cigarettes, alcohol and any items that could be used to inflict harm, such as knives, drugs, are banned from school and as such a search can be made. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Mobile phones / devices are only permitted to be in school for children in Years 5 and 6 providing parental consent has been given and they are stored in the main office during the school day. Please see our separate Mobile Phone and Devices Policy.

### **Expectations for Visitors to School**

[Howley Grange Primary School](#) is committed to dealing with all members of our school community fairly and impartially in order to provide a welcoming and safe environment for all.

Every school has a duty to ensure that their premises are a safe place to work for children to attend. There is no automatic right to enter a school as set out in section 1 of the 'Controlling Access to school premises' guidance. Therefore, we must deal effectively with any rude or aggressive visitors to their school, including parents and carers.

Schools are private property. People do not have an automatic right to enter unless they are granted permission by the headteacher and follow visitor procedures, particularly those relating to safeguarding children, whilst on the school premises. Parents have an 'implied licence' to come on to school premises at certain times, for instance:

- for appointments
- to attend a school event
- to drop off or pick up younger children

Our school community is supportive and cohesive however, should there be an incident of unacceptable behaviour, Howley Grange will take any action that it considers necessary to deal with the risk to staff and/or pupils, which may affect whether the person exhibiting the behaviour outlined, can come on to the school premises.'

Behaviour which our school considers to be inappropriate includes that which is abusive, offensive or threatening and causes any kind of nuisance or disturbance, such as:

- refusing to follow the reasonable instructions of staff, e.g. refusing to move from a specified location, to cease behaving in a certain manner or to leave the site or causing an obstruction or health & safety hazard
- being verbally aggressive, e.g. by swearing, threatening or shouting at others on the premises
- being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person.

There are many actions that can be taken by Howley Grange, these may include:

- restricting the manner of contact with school e.g. email only
- issuing verbal warnings
- escorting visitors off school site
- calling the Police and assisting them in any investigation
- issuing warning letters
- banning the person from the premises for a specific length of time/pending investigation
- seeking compensation claims
- court injunctions

Parents and other visitors to school can find information regarding conduct in our 'Safety Advice and Conduct for Visitors' leaflet which can be found at the main entrance. This includes:

- Treating all members of the school community with respect
- Respecting school property
- Not taking photographs of pupils
- Ensuring any 1:1 working is clearly visible to others
- Not engaging with any pupils on social networks
- Storing mobile phones safely away from pupils and not them in the presence of pupils

We are hopeful that we will not need to take any of the above actions as working in partnership with yourselves will always be our aim. However, we have a duty to of care to our children and staff to ensure their safety and wellbeing is always our top priority.

Date November 2023

Date of next review November 2024

K Trueman-Brown



**Achieve Believe Care**



## Appendix 1 Zone Board Flow Chart

