



Behaviour and Relationships Policy

1. Aims and expectations

- 1.1 It is the primary aim at Green Park School that every member of the school community feels valued and respected and that each person is treated fairly according to the values of the school.
- 1.2 We are a caring community whose values are based on mutual trust and respect for all.
- 1.3 Our three rules are simply READY, RESPECTFUL, SAFE
- 1.4 The school behaviour policy and blueprint are therefore designed to support the way in which all members of the school community can live and work together in a supportive way and demonstrate these three rules at all times. **OUR BEHAVIOUR BLUEPRINT IS THE KEY DOCUMENT FOR THIS.**
- 1.5 We aim to provide an environment where everyone feels happy safe and secure and where positive relationships are at the centre of all that we do. Our aim is for all children to grow into positive, responsible and increasingly independent members of the school community.
- 1.6 The school expects EVERY member of the school community to behave in a considerate way towards others. This includes every member of staff, parents, governors, visitors and children.
- 1.7 We treat *everybody* fairly and apply the behaviour blueprint in a consistent way.
- 1.8 The one page blueprint at the centre of all that we do. Every member of our community should follow the five pillars of behaviour practice (Paul Dix) and consistency with ADULT BEHAVIOURS is expected of everyone.
- 1.9 The five pillars are:
 - Consistent, calm adult behaviour
 - First attention for best conduct
 - Relentless routines
 - Scripting difficult interventions
 - Restorative follow up

Adult behaviour (also see code of conduct)

- Calm, controlled and non-emotional
- Respectful and positive – care about all pupils and be relentlessly positive
- Body language and facial expression should be neutral
- Use 30 second micro-scripts delivered quietly and maintaining pupil dignity
- Restorative conversations to repair relationships

First attention for best conduct – reward those doing it right!

- Publically praise those children doing the right thing
- Write their name on the positive praise board for demonstrating the three rules
- Yellow wrist bands for those who are always doing this
- Postcards home for those going over and above with positive behaviours
- Let parents know when their children are always doing the right thing
- Learning champions
- Star of the week
- Awards and certificates for the three rules
- Afternoon tea with the head

Relentless routines

To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they begin to self-regulate.

Legendary lining up – one behind the other, facing the front, no talking. Classes will not be walked anywhere until they are ready.

Wonderful walking – quiet walking around the school and into the building.

Timers to show non-verbally ‘I am waiting for you’. The time may have to be paid back as an ‘imposition’.

Class clap and response to gain attention.

Our expectations should be clear and calm and repeated again and again. Find what works for you and relentlessly overlearn it so children get it right and get positive feedback straight away!

Stepped sanctions and scripting difficult conversations (see 30 second micro-script on blueprint)

Step 1 – Remind of the three rules privately (protect pupil dignity at all times)

Step 2 – Caution delivered privately to make pupil aware. Outline consequence and remind to ‘think carefully’

Step 3 – Last chance – speak privately, offer good choices and previous positive examples.

30 second script and two minute chat after lesson.

Step 4 – Time out – thinking time for a few minutes to calm down - 3 minute timer

Step 5 – Repair – walk & talk or more formal restorative conversation

30 second micro-script

Deliver quietly and maintain pupil dignity/repeat if needed

I noticed you are...(specify behaviour)

You aren't following the rule about...(one of the three)

You have chosen to....have 2 minutes with me to talk...have time out to calm down....

Do you remember last week when you....(positive behaviour)

That is who I need to see today. Thank you for listening.

Walk away/give take up time/follow sanctions if not

PACE – when dealing with difficult behaviours or to prevent escalation (M Sunderland)

PLAY – use a positive, playful tone of voice – this triggers positive hormones in the child and can diffuse a situation

ACCEPT – actively accept the emotions underneath the behaviour 'I accept that you are feeling angry but you cannot...so I need you to stop. I want to help you make sense of this....but I have to set limits'.

CURIOSITY – trying to find out about the behaviour without judgement – CORRECTION WITH CONNECTION. 'Will you help me to understand what it was like for you when...?' This forms part of 'walk and talk' or a restorative conversation and gives the child a narrative for their behaviour.

EMPATHY – empathise with the child to help them express 'I wonder if it was like this when you did...'

Restorative Conversations – to repair relationships or address incidents

What happened?

What were you thinking at the time? Will you help me to understand?

What have you thought since?

How did this make people feel?

Who has been affected? (list)

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

On the playground

- Be aware of where children are and what they are doing – **RELENTLESSLY BOTHERED!**
- Be aware of those children who are not in a positive frame of mind that day – all staff will be made aware who they are
- Apply positive praise for best conduct – catch them doing it right
- Be visible as the adult on duty
- Be punctual to collect classes
- Routines for lining up and walking into school
- Follow the stepped sanctions if needed – **remind/caution/offer good choices/walk and talk/repair**
- Walk and talk with a child if they are not following the rules – use PACE and remind of when they were doing things well
- Use the micro-scripts
- At lunchtimes any member of SMT is available to support and will also be visible

Serious incidents and behaviour (including prejudicial behaviours)

- The safety of every member of the community is paramount in all situations. If a child's behaviour endangers the safety of others (physically or verbally) then any activity should be stopped and the child will be prevented from taking part until they are calm and able to.
- A senior member of staff should be sent for if necessary. **DO NOT SHOUT AT THE CHILD – RAISED VOICES SHOULD ONLY BE USED AT A DISTANCE FOR AN IMMEDIATE THREAT.**
- Any behaviour that poses a safeguarding risk will lead to a child being offered an alternative place for playtime so that supportive work can be done with a teacher in order to understand and address the behaviour. A behaviour plan will be written together with the parents and will be made available to all adults.
- Further support is available for the child to help them with behaviour needs.
- Other examples of serious behaviours include bullying, racist, sexist or homophobic comments; swearing; assaulting another person and any other forms of verbal or physical aggression; wilful damage to property etc.
- Any incident of this kind will be investigated immediately by the Head, Deputy or other senior member of staff who will log the incident, speak to any witnesses and contact parents.
- Extremely serious behaviour or a series of incidents could result in a fixed term exclusion
- Any prejudicial behaviours should be reported to MKC via their reporting form
- Pupils who have been involved with any serious incident may not be allowed to represent the school at outside fixtures or events.
- Pupils whose behaviour is dangerous may not be allowed to attend events or visits where their behaviour may be a risk to others or themselves (but only after a risk assessment is carried out and the head teacher consulted).
- In extreme cases it may be necessary to permanently exclude a pupil.

Supporting pupils with specific behavioural needs

As a school we recognise that certain behaviours are often a sign of an underlying issue or problem with children and should be further investigated. This is crucial as part of our safeguarding role.

Staff should consider:

- What behaviours is the child demonstrating?
- Are they an indicator of a greater need or worry?
- Can parents shed any light on the behaviour? Is it happening at home too?
- Does the child need someone to talk to or a therapeutic approach?
- Could there be a specific need that hasn't been addressed?

It is our responsibility to support pupils wherever we can, particularly if they are experiencing turmoil or worry and their behaviour is a call for help. ***This is why relationships with our children and families are so crucial to everything we do at Green Park School.***

If we have a concern about a pupil's behaviour and what it may indicate, we should:

- Talk to the child to see if they are worried about anything
- Talk to their parents – are they behaving OK at home?
- Raise concerns with a team leader or other senior member of staff

Green Park School can offer support in various ways:

- Access to the learning mentor who is trained in counselling, anger management, bereavement and drawing and talking therapy.
- Access to the school counsellor
- Specific support and advice from outside agencies through the school SENCo (e.g. behaviour support/CAMHs)
- Advice for parents and families with help from local children's centres and support networks.

Our main aim is to always provide families and children with positive strategies in order to strengthen resilience and lessen negative behaviours.

Behaviour Plans

If a child is finding it difficult to manage their behaviour then a support plan will be written with the child and parent. This will focus on what the key issues are, what helps the child and whether more targeted interventions are necessary. This should be shared with all adults who come into contact with the child.

Legal and formal in extreme cases

Physical restraint (see 'Use of Reasonable Force' 2013)

All members of staff should be aware of the regulations regarding the use of positive handling and use of reasonable force (DfE 2013). Staff will be updated of any changes made by the government relating to the use of force.

Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder e.g. teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so they will be physically removed.

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the use of reasonable force. Under no circumstances will physical force or restraint be used as a form of punishment.

Where it is felt that there a child may need to be restrained a positive handling plan will be written and shared with relevant staff. Parents should be aware of the regulations regarding the use of force by teachers.

Fixed-term and Permanent Exclusions

- Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school.
- The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In some rare cases, where a pupil deliberately attempts to have a fixed term exclusion issued against them the head teacher may take the decision to exclude within the school. This means that the child is isolated from the rest of the school for the duration of the exclusion.
- If the head teacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- The head teacher informs the LA and the Governing Body about all permanent exclusion, and all fixed-term exclusions immediately.
- The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- The Governing Body has a Discipline Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Procedures following a Permanent Exclusion

1. The meeting of the Discipline Committee of the Governing Body should be held with all parties, including the member of staff who is putting the school's case, the parent/carer*, pupil and LA representative in attendance. All parties should be present at the start of the meeting.
2. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should declare that interest and withdraw from the meeting.
3. The senior member of staff presenting the school's case should give a report outlining the reasons for the exclusion.
4. The Governors, parent/carer*, pupil and the Director of Education's representative should be allowed to ask questions.
5. The Director of Education's representative will share any relevant reports relating to the exclusion. Other agencies who have information relevant to the exclusion should be given the opportunity to inform the meeting.
6. All parties should have an opportunity to consider this information at this stage.
7. The parent/carer* and pupil should be heard.
8. The Governors, School's representative and the Director of Education's representative should be allowed to ask questions of the parent/carer* and pupil.
9. The member of staff should summarise the school's case.
10. The parent/carer* and pupil should summarise their case.
11. The parent/carer*, pupil, LA representative (unless he or she is Clerk to the Discipline Committee), Head Teacher and member of staff putting the school's case and any governors whose connection with the excluded pupil requires them to withdraw must leave the meeting. If any further advice or clarification is required all participants will be recalled together.
12. The Discipline Committee of the Governing Body consider the evidence, representations from parents/carers, pupil and LEA and advice from DfE 'Improving Behaviour and Attendance Guidance on Exclusions from Schools and Pupil Referral Units', and decides:
 - (i) Whether to direct reinstatement and, if so, whether extra short-term support would help to ensure successful reintegration.
 - (ii) If the exclusion is upheld, ensure that the school has satisfactory arrangements in place for the pupil to continue their education while away from school until any appeal process has been completed.
13. The Clerk to the Discipline Committee will write to the parent/carer* within one school day after the meeting confirming the decision of the Discipline Committee including reasons for their decision, and explaining the parents/carers* right of appeal, should the decision be upheld.

Parents/carers may if they wish have someone of their choice to accompany and assist them at the meeting or send a representative.

Procedures following a Fixed Term Exclusion

Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Behaviour Outside of School

The Education and Inspections Act 2006 gives head teachers the power to regulate the conduct of pupils when they are away from school premises. If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school behaviour policy which may result in an exclusion.

Subject to the school's behaviour policy, the teacher may investigate a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- 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 or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the head teacher has the right to investigate these issues in school and put in place appropriate sanctions. (See safeguarding and social media policies). We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

Power to Search Pupils

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for the head teacher and staff authorised by the head teacher to search pupils or their possessions without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

If a pupil refuses to be searched the police will be called.

Confiscation, Retention and Disposal

Confiscation – Staff may confiscate items such as mobile phones and sharp objects if they are deemed inappropriate. If safe to do so these items will be returned to the child or their parents or carer at the end of the day.

Retention or disposal of a pupil's property- inappropriate items such as knives, cigarettes and any item which may be used to commit an offence and items banned under school rules will be retained and disposed of safely.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents. There are weekly discussions of behaviour and well-being in staff meetings in order to share information and good practice.

Any serious incidents in which the SMT or Head Teacher are involved/have been investigated, are recorded on CPOMs. Racial incidents are logged on the report form (Report of Racial Incident) and sent off to the Local Authority.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Other Policies linked to Behaviour and Discipline

- Relationships Policy
- Anti-bullying
- Safeguarding Statement
- Staff safer code of conduct
- General code of conduct
- E-safety policy
- Equalities
- SEN policy
- Health and Safety

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Appendix A

Rights and responsibilities agreed after consultation with all parties

Pupils rights	Pupils responsibilities
<ul style="list-style-type: none">• To be treated with respect• To be safe• To learn• To be listened to• To be happy in school	<ul style="list-style-type: none">• To show respect and courtesy towards everyone• To take responsibility for their behaviour.• To work hard and be willing to learn• To allow others to learn• To cooperate with adults and children and follow instructions• To do their best
School and staff rights	School and staff responsibilities
<ul style="list-style-type: none">• To enforce the school behaviour policy• To be treated with respect and courtesy• To teach without disruption or intrusion• To be happy• To be safe• To be supported by parents in maintaining an orderly climate for learning• Not to tolerate violence, threatening behaviour or abuse• To ask parents to sign the Home School Agreement	<ul style="list-style-type: none">• To promote school values in accordance with the school vision• To communicate clearly measures to ensure good order, respect and discipline• To treat children and adults with respect• To be a positive role model• To let every pupil achieve their potential• To be prepared for work• To create a safe and secure environment for learning• To foster positive relationships with parents and carers
Parents rights	Parents responsibilities
<ul style="list-style-type: none">• That children are treated fairly and with consistency• To expect children are safe, secure and respected• To have any complaint about behaviour or bullying taken seriously by the school and investigated/resolved as necessary• To be kept informed about their child's progress including behaviour	<ul style="list-style-type: none">• To encourage their children to show respect and support the school's authority to discipline its pupils• To ensure their child is well- behaved in school by following reasonable instructions and adhering to the school rules• To send their child to school each day punctually, suitably clothed, fed, rested and equipped ready to learn• To ensure staff are aware of any SEN-related or other factors which may affect their child's behaviour• To support children at home• To support the home-school agreement

Appendix B

Minor, intermediate and major incidents

At school there is a hierarchy of sanctions for dealing with minor, intermediate or major incidents. Minor incidents become more serious through repetition. It is important there are small sanctions for minor incidents as this reinforces the certainty of consequences for behaving unacceptably. The following is a guide.

Minor incidents	More serious incidents	Major incidents
<ul style="list-style-type: none">• pushing in• interrupting the teacher• attention seeking• clowning around• spoiling games• avoiding work• time wasting• teasing• being noisy• running inside• arguing• swearing (accidentally)• cheekiness• wearing jewellery or inappropriate hairstyles• carrying unauthorised items such as toys, sweets or money• throwing small things in class or outside• Carrying other children or picking up younger children	<ul style="list-style-type: none">• repeated minor incidents• interfering with other pupils' work• arguing back• rudeness• name calling• telling lies• graffiti• spitting• refusal to follow instructions• swearing (with intent)• leaving the room without permission• Play fighting• Rough or aggressive play eg wrestling• deliberately upsetting others or excluding from games	<ul style="list-style-type: none">• fighting• vicious kicking• hitting back• throwing dangerous objects• persistent lying• vandalism• swearing at staff• verbal abuse of staff• physical abuse of staff• stealing• running out of school• bullying• racist incidents• bringing dangerous items onto school premises

Appendix C

Dealing with incidents during playtimes

Minor, intermediate and major incidents

The following is a guide to incidents which may occur in the outdoor environment. The list is not exhaustive and there may be other behaviour adults will use their professional judgment

Minor incidents

- pushing in
- attention seeking
- clowning around
- spoiling games
- teasing
- being noisy
- arguing
- swearing (accidentally)
- cheekiness
- carrying unauthorised items such as toys, sweets or money
- Carrying other children or picking up younger children

More serious incidents

- repeated minor incidents
- Play fighting
- Rough or aggressive play eg wrestling
- deliberately upsetting others or excluding from games
- Throwing objects dangerously
- arguing back
- rudeness
- name calling
- telling lies
- spitting
- refusal to follow instructions
- swearing (with intent)

Major incidents

- fighting
- vicious kicking
- hitting back
- throwing dangerous objects
- persistent lying
- extortion
- vandalism
- swearing at staff
- verbal abuse of staff
- physical abuse of staff
- stealing
- running out of school
- bullying
- racist incidents
- bringing dangerous items onto school premises.