

Behaviour and Relationship Policy

September 2022

Approved by the Local Governing Committee:

Policy Review: Autumn 2025

Policy will be reviewed every 3 years, or more regularly in light of any significant new developments

Our Vision

At Chorlton Park Primary School our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

Chorlton Park Primary School is a Rights Respecting School, based upon the Convention for the Rights of the Child. The rights within this convention cover basic needs, including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and for others.

In consultation with the children, staff, parents and governors at Chorlton Park Primary School we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos.

Being a Rights Respecting School underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

Understanding Behaviour

At Chorlton Park we recognise that behaviour can be a form of communication. Negative behaviour may be a sign that a child is suffering harm or has been traumatised by abuse. We also understand that a child may not be able to verbalise these feelings and therefore they may manifest themselves through their behaviour. We will always seek to gain a better understanding about what is happening for a child either by talking to their parents or carers or by providing the child with a safe place to talk or express their feelings. We have a tiered support system for children who are experiencing difficulties. Please see the Mental Health policy for further details. We know that children can be affected by what they see online. We have a clear e safety programme that is taught within school.

Aim of the behaviour policy

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour. Having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

We aim:

- To provide a safe, comfortable and caring environment where everyone can learn well;
- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To provide clear guidelines for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally
- To help children take control of their behaviour and be responsible for the consequences of it.

- To ensure that excellent behaviour is a minimum expectation for all.
- To promote respect and consideration for others and for property within school
- For children to respect themselves and others, valuing diversity of culture, belief and opinion

All staff will:

- Meet and greet children at the start of the day
- Model positive behaviours and build relationships
- Praise and reward children appropriately who are living up to school's high expectations
- Never walk past or ignore children who are failing to meet expectations
- Challenge all inappropriate behaviour
- Always redirect children by referring to our school rules

Head teachers and The Senior Leadership Team will:

- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, dojos and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

Parents will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour

Governors will:

- Support the school in its efforts to address issues related to behaviour management
- Monitor the effectiveness of the school's behaviour policy.

Motivating Appropriate Behaviour

Raising pupil self-esteem

- Communicate a sense of importance
- Support successful experiences
- Emphasise children's responsibility through providing choice
- Display and celebrate children's finished work

Offering a well-planned curriculum

- Aim for quality teaching which encourages breadth of exploration and representation and balance in the pupil experience of the wider curriculum

- Ensure good and flexible preparation of activities matched to student abilities
- Plan for and support SEN/EAL pupils
- Plan for other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Have challenging, self-sustaining activities ready

Providing a comprehensive programme of personal, social, health and citizenship education

- Develop clear rules for relationships
- Teach children to respond positively
- Help children to be assertive
- Work towards school aims

Good classroom management of time

- Establish clear routines
- Allow time for clearing up, questions, and children to finish work
- Allow children to organise their own time and tasks where possible

Conditions for personal growth

- Respect
- Active people learning with others
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others
- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others
- Openness
- Right to make mistakes
- Cooperative evaluation and self-evaluation

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion 'deliberate botheredness'

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Recognition and rewards for good behaviour and effort

At Chorlton Park we believe that children should be encouraged to behave well and work hard and use a number of rewards to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following:

- Dojo points
- Certificates for stars of the week
- Lunch time awards
- Non-verbal rewards (thumbs up, smile)
- Praise
- Showing work to another member of staff (Headteacher)
- Stickers
- Displaying children's work
- Prizes

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Logical consequences for poor behaviour and effort

When a child's behaviour falls below an acceptable standard, a range of sanctions will be used. Through working closely and openly with children and their families, it is our aim to resolve behavioural issues at the earliest stage.

What is inappropriate behaviour?

- Racism, homophobia or sexism
- Bullying
- Name calling
- Physical aggression
- Refusal to work, co-operate or follow instructions
- Refusal to obey school rules
- Continual shouting out, interrupting or talking excessively in lessons
- Continually distracting or provoking other children
- Being disrespectful or inconsiderate towards others
- Using inappropriate language or swearing
- Destruction of school property or property belonging to others

Behaviours

- * Not on task or avoiding work.
- * Disrupting other e.g. shouting out, tapping on the table, walking around without permission.
- * Not following instructions.
- * Poor choices and actions in the classroom or playground.

- * Repeatedly disrupting other
- * Inappropriate words or conversation.
- * Poor choices e.g. teasing.
- * Hurt someone (accidental).
- * Lack of respect for people or property.
- * Not making a safe choice.

- * Swearing.
- * Being rude or shouting.
- * Not making a good choice or accepting help with a good choice.
- * Constant disruption to people or learning time.

- * Repeating any of the above behaviours.
- * A one-off serious behaviour or extreme reaction to a situation.
- * Physically hurt someone on purpose.
- * Immediate danger to themselves or others.
- * Immediate danger of damage to property.
- * Bullying or racism.

Logical Consequences

- * Thinking / calming time.
- * A reminder how to behave.
- * Support to make a better choice.
- * Told how your choices are affecting others.
- * Individual working space.
- * Catch-up on missing work.

- * Thinking / calming time.
- * A reminder how to behave.
- * Miss part / all of playtime for a restorative conversation.
- * Apologise and mean it.
- * Miss part of reward time.
- * Catch-up on missed work.
- * Do something kind in return.
- * Parents / carers are told.

You MUST talk about this with an adult now.

- * Thinking / calming time in a different room.
- * Miss part / all of playtime for a restorative conversation.
- * Apologise and mean it.
- * Miss part of reward time.
- * Discussion with parents / carers.

Adults will make all the decisions now.

- * Staff member or SLT support.
- * Discussion with parents / carers.
- * Restraint.
- * Formal restorative conversation which may include parents.
- * Internal exclusion.
- * Parents may be called to pick you up early if the right choices to calm down are not made.

	Steps	Actions
1	Reminder	<ul style="list-style-type: none"> • A reminder of the school rule (e.g. be respectful, be safe) or the requirement (I needed you to....) delivered privately wherever possible. • Repeat reminders if reasonable adjustments are necessary. • Take the initiative to keep things at this stage.
2	Caution	<ul style="list-style-type: none"> • A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. • Reminder of the requirement. Use the phrase 'Think carefully about your next step.'
3	Last chance	<ul style="list-style-type: none"> • Speak to the child privately and give them the final opportunity to engage. • Offer a positive choice to do so and refer to previous examples of good behaviour. • Use The 30 second scripted intervention (SEE APPENDIX 1). This will usually involve staying behind for two minutes at playtime.
4	Time out	<ul style="list-style-type: none"> • Time out might be a short time out outside the room in a 'safe place', in the classroom or in the playground. • It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves. • On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.
5	Repair	<ul style="list-style-type: none"> • This might be a quick chat at break time in the playground or a more formal meeting e.g. held at lunch time (Restorative conversation) • The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future. • A reflection sheet is available for children to use to prepare for the restorative conversation if required / felt appropriate.
6	Pastoral support programme	<ul style="list-style-type: none"> • A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals
7	Exclusion	<p>Parents informed firstly by telephone and then confirmed by letter.</p> <p>Internal exclusion</p> <ul style="list-style-type: none"> • Child has no contact with own class or classmates. • No access to playground, lunch taken with other key stage. <p>Fixed Short Term Exclusion (up to 5 days per term)</p> <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. <p>Fixed Long Term Exclusion (up to 45 days per year).</p> <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. <p>Permanent Exclusion</p> <ul style="list-style-type: none"> • Child is removed from the school role

School Rules

All our rules are designed to develop courtesy and respect. They are there to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are:

- ❖ **Be Respectful**
- ❖ **Be Kind**
- ❖ **Be Responsible**
- ❖ **Be Safe**

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around school. Children are expected to behave appropriately with an adult or not. Children will be escorted **to** and **from** the playground by an adult. Adults in school will supervise children along the corridors as they return from the playground. Class teachers need to be in the playground ready for the end of playtime. Children should enter the building quietly and showing that they are ready to learn. Teaching assistants should be in cloakroom areas / classrooms at the end of playtimes to ensure the children are ready for learning.

Lunchtime

The lunchtime rules are the same as at all other points in the day. **The same high level of behaviour is expected at lunchtime.**

Children will be supported in making good choices by the lunchtime organisers. They will be spoken to respectfully and speak back respectfully.

Lunchtime organisers will record children's behaviours that require sanctions and keep teachers informed. The class teacher will be informed at the end of lunchtime with details of any behaviour that has been dealt with and needs communicating to parents. They will reward positive behaviour where appropriate.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground or in to class during a wet play.

A minimum of two staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

Links with other policies

SEND

We recognise that repeated misbehaviour can:

- Constitute a Special Educational Need in itself (concerns related to repeated misbehaviour may warrant a child being placed on the SEN register).
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil

Anti-Bullying Policy

Our school's ethos should be the greatest tool to prevent bullying. Our Anti-Bullying Policy complements key elements of our behaviour policy. However, it should be clearly stated that Chorlton Park Primary School will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or music players
- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on the bus
- The headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty on schools to make provision to tackle all forms of bullying

There will be zero tolerance of any form of serious assault on pupils or staff

Exclusion

Exclusion is one of the options amongst a range of strategies that the Headteacher (or the Acting Headteacher in his or her absence) can employ in response to inappropriate behaviour. It will usually be used as a last resort when all other alternatives have been exhausted. The decision to exclude a pupil will be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school.

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of the pupil concerned or others in the school.

Unacceptable behaviour which might result in exclusion include:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Racist abuse/harassment
- Inappropriate behaviour
- Damage to property
- Theft
- Drug related incidents
- Persistent disruptive behaviour

Only the Headteacher (or the Acting Headteacher in his or her absence) can make the decision to exclude a pupil, and in making that decision he/she will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off the premises which is in breach of the standards of behaviour.

Permanent exclusions will normally be used only as the final step in a process for dealing with disciplinary offences when a wide range of other strategies has been tried without success.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a pupil:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the Local Authority and the DfE, and will seek the advice of the Local Authority where necessary. Parents/carers will be informed of the actions taken.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

DfE publication of guidance (July 2013)

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 in the classroom.

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff must always inform a member of the SLT if restraint has taken place and should be recorded on CPOMS.

Bullying

Definition – Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (being ignored or not spoken to). All are treated extremely seriously at Chorlton Park Primary School (see Anti-bullying policy).

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

Cyberbullying

"Cyberbullying is the use of ICT, particularly mobile phones and the internet, to deliberately upset someone" DCSF 2007.

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously and it can happen on a vast and rapid scale
- The profile of a cyberbully or a target varies – age/size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness/empathy
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be severe

Racism and Homophobia

Like bullying, racism and homophobia can exist in any school. At Chorlton Park both are rare. However, our school is in a multi-cultural community and we have these principles and roles to ensure that racism and homophobia can be quickly stopped.

All pupils should know that racism and homophobia are wrong. Pupils should tell any adult if they know of any racism or homophobia in school. All staff take cases of racism and homophobia seriously; they aim to

ensure that they are known to be unacceptable. Issues surrounding racism, homophobia and their unacceptable nature are made very clear to all.

All racist and homophobic incidents will be dealt with no matter how trivial they may seem to be. If staff are aware of racism or homophobia, they should refer it to the Headteachers directly.

Review

The governing body will review this policy every three years. However, it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date:

Review due: Autumn term 2025

Appendix 1

30 second Consistent Script (Stage 3)

I notice that you are....poor behaviour

It was the rule about ...rulethat you broke.

You have chosen to.... Logical consequence

Do you remember last week when you...did something good?

THAT is who I need to see today...Thank you for listening. (Then give the child some take up time)

Time-out (Stage 4)

- A time out may be initiated by an adult or by a child when that has been worked on.
- Child should only be positioned outside a classroom if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- Once a child has calmed down, the child is asked to speak to the teacher away from others
 - Boundaries are reset
 - Child is asked to reflect on their next step. They are reminded of their previous good conduct / attitude/ learning.
 - Child is given a final opportunity to reengage with the learning / follow instructions
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Repair - The restorative meeting (Stage 5)

The meeting can be formal or informal and will be held once events have settled and the child is calm.

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?
- What do you think you need to do to make things right?

Pastoral Support (Stage 6)

Children who need additional support to manage their behaviour and emotions will have a bespoke package put in place. This may involve having an individual plan and will be shared with the child and parents.

Exclusion (Stage 7)

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The child will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Appendix 2

Reflection sheet

Name _____

Class _____

What happened?

What were you thinking about at the time?

What have you thought about since the incident?

Who do you think has been affected by your actions?

How have they been affected?

What do you think you need to do to make things right?