



Kirkham & Wesham Primary School

Relationships & Behaviour Policy

Date policy reviewed: March 2025

Review Date: March 2026

Foreword

This policy has been written in conjunction with the guidance from the Department for Education and the Equality Act 2010. This policy should also be used in conjunction with the school's SEND policy and anti-bullying policy. As a school we ensure unconditional and positive regard is given to all pupils. We recognise the need for consistency of approach and clear boundaries and that pupils need to be treated as individuals. We acknowledge that personal relationships matter and that the behaviour that the school wants to promote is modelled by all staff. Rules and routines are explained with reasons. This policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

1. Purpose

We have developed this policy to:

- promote fairness in the treatment of individuals, regardless of race, gender, pupils with learning difficulties and/or disabilities.
- provide a clear framework so that behaviour management is consistent throughout the school.
- promote good behaviour as part of the entitlement of all pupils to the school's curriculum.

Our aims are to:

- ensure the well-being of all staff and pupils.
- ensure individuals are treated with respect.
- promote equal opportunities in learning and personal development.
- foster a sense of responsibility among pupils.
- provide opportunities for collaboration and teamwork between staff and pupils.
- create a learning environment, which enables pupils to make choices and learn from them.
- give pupils confidence in themselves and pride in their achievements.
- ensure that all pupils have an entitlement to learn in a positive environment.
- develop inclusive practices that meet the needs of individuals as well as the school as a whole.
- teach strategies to manage their own behaviour.

Our School Rules

Ready, Respect, Safe

2. Responsibilities

The role of all staff

- All staff to use the 'ready' expectations, using the visuals to support.
- With the exception of serious misbehaviour, the member of staff witnessing poor behaviour should address this in line with the behaviour policy.
- To create a safe and stimulating learning environment, with clear expectations of routine and behaviour.
- To provide excellent supervision for the playgrounds and other parts of the school where children can go at playtime and lunchtime.

- To teach appropriate behaviour and recognise when pupils are behaving well.
- To show unconditional respect for every child and members of our school community as an individual.
- To never accept bullying or other anti-social behaviour in school, on any level, at any time.
- To respond calmly, consistently and positively.
- To listen with empathy and tact.
- To handle confidential information with sensitivity, following other school policies, e.g. safeguarding, confidentiality and staff behaviour policies.
- To allow children opportunities to resolve a situation using restorative practice.
- It is essential that all principles and practices are implemented by every member of staff.

The role of the Headteacher

It is the role of the headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all the children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher has access to records of all reported incidents of misbehaviour via CPOMS. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The role of Governors

The local governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school relationship policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Working with parents/carers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will usually be positive. Children who struggle with their behaviour benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership to promote good behaviour. Simple agreements that give the child the same message have maximum impact. Schools will actively support parents in managing their child's behaviour in a consistent manner which may include the involvement of external agencies including: the school nurse; educational psychologist; CAMHS, IEST.

3. Rewards

The school's ethos of encouragement is central to the promotion of desirable behaviour in our schools. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Rewards at school include: Praise, stickers, Headteacher award badges, certificates, positive notes home, dojo points, whole class rewards, Star of the Week, Writer of the Month, notes home, reading notes home, children's names on the recognition board(linked to the values) and Shining Star awards.

4. Restorative approaches

Building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in any school. The school encourages the use of restorative approaches to draw a crucial distinction between the person and her/his behaviour. Restorative approaches are based on 'Fair Process' - engagement, explanation, expectation and clarity. People directly involved in the situation are the ones best placed to resolve a conflict. Pupils are therefore encouraged and

supported by all school staff, to take responsibility for their actions and have to work out how to put things right.

Restorative conversations with pupils

- actively listen and encourage the person to talk by asking open questions, supporting, summarising.
- be empathetic (listen for thoughts, feelings, experiences, behaviours).
- use a 'solution' rather than a 'blame' approach.
- have discussions in a suitable location, involving those who were involved.
- be firm but fair.
- be aware of our body language, tone and facial expressions.

Restorative conversations questions examples

- What happened?
- What could you have done differently
- How were you feeling?
- Who else has been affected by this?
- What do you need to do now so that the harm can be repaired?

The key to a truly restorative school community is a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school partners, to find solutions to conflicts.

5. Consequences

Every time a child breaks a rule, staff should see it as an opportunity to teach them a social or emotional skill. Therefore, consequences should be natural or logical. The key is consistency rather than severity. They must be applied uniformly and promptly.

Natural consequences Sometimes there is a consequence that arises naturally out of a situation. A natural consequence is a negative outcome that results from a child's behaviour without intervention. Examples include:

- A child who refuses to wear their coat at break time will get cold
- A child who refuses to eat at lunch time will be hungry
- A child who is unkind to their friends, won't have anyone to play with them

Logical consequences

These are similar to a natural consequence but implemented by the adult. Logical consequences are linked to the behaviour but are not punitive and are a learning opportunity to support children to overcome situations and learn from them.

Examples include:

- If they can't use equipment safely, it is removed
- If they make a mess, they have to clean it up
- If a child refuses to complete work, they have to stay in at playtime to complete it
- If a child pushes in line, they will be sent to the back
- If a child is distracting other pupils, they will have to move seats

When a child persistently hurts other children, consequences may include: The child only having access to outside when the other children are inside, A member of staff will supervise the child when moving around school, internal exclusion to another classroom, meeting with parents, moved to an individual workspace in the classroom, access the lunch time room, fixed term exclusion, permanent exclusion.

6. Suspension and permanent exclusion

We recognise the damaging effects of excluding children and therefore this will only be used as a last resort in exceptional circumstances. We understand that all behaviour is a form of communication and as such we ensure all strategies and approaches towards behaviour are exhausted, this includes the implementation of advice sought from external agencies. Staff should understand that they should seek support to identify and solve the problem in order to support the child in achieving their full

potential. As outlined in DFE Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England, including pupil movement: “For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour”. The decision to exclude is taken by the headteacher and this may be for a fixed term, known as suspension, or a permanent exclusion. The headteacher will consider the individual pupil’s circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community. If it deems that a suspension or exclusion is necessary, the headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. If the headteacher suspends a child, then the parents should be contacted immediately, giving reasons for the suspension. At the same time, the headteacher should make it clear to the parents that they can appeal against the decision to the governing body. The headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The school will provide suitable full-time education for an excluded pupil from the sixth school day of any suspension of more than 5 consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

7. Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

a) Knives and weapons b) Alcohol c) Illegal drugs d) Stolen items e) Tobacco and cigarette papers f) Pornographic images g) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property h) Any item banned by the school rules which has been identified in the rules as an item which may be searched for Weapons and knives and extreme or child pornography must be handed to the police. Otherwise it is for the headteacher to decide if and when to return an item, or whether to dispose of it.

8. Power to use reasonable force

In our school we do not have a “no contact” policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Reasonable force may be used if a disruptive child:

- needs to be removed from a situation
- is disrupting a school visit, lesson or event
- needs to be prevented from leaving a classroom as this would pose a safety risk to themselves or others
- needs to be stopped from hurting themselves or someone else

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. Staff will be supported with their understanding of reasonable force. If reasonable force is used a record should be made on CPOMS as soon as possible. Staff would make any necessary adjustments related to children’s individual needs eg SEND or disability. Care will always be taken to avoid injuring a pupil, but, in extreme cases, this may not be possible.

Parents will be informed following the incident.

9. Behaviour outside the school premises

Schools have a statutory power to discipline pupils for misbehaving outside the school premises. The headteachers can regulate behaviour in these circumstances to such an extent as is reasonable. This may include misbehaviour during a school event or educational visit, whilst travelling to and from school, whilst wearing the school uniform or whilst identifiable as a pupil at the school. Additionally,

pupils may be disciplined for misbehaviour which may affect the orderly running of the school or its reputation, or which may pose a threat to another pupil or member of the public.

10. Online behaviour

A growing area of concern is children's online interactions beyond the school day. Staff take very seriously any behavioural issues related to online bullying or harassment. This could take the form of online live conversations, social networking chats, messaging, texting and/or the use of photos or images. If children or parents make staff aware of any such issues, they will follow these up appropriately. Under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication with the intent to cause distress or anxiety. The headteacher may seek further advice from outside agencies if required.

11. Mobile phones

As a school, we must strike a balance between personal safety and an appropriate educational setting. We understand that parents may wish for their child to carry a mobile phone for their personal safety. Pupils are responsible for handing in their phones at the school office each morning before they go round to their class. The school accepts no responsibility for replacing property that is lost, stolen or damaged either on school premises or travelling to and from school, and at school events. Children will then collect their mobile phone as they leave the school building at the end of school day. Pupils bringing their mobile phone devices into school must make their parents aware of this. Mobile phones will be switched off and kept in the office during the day. Mobile phones are not to be used in school, under any circumstances, by the pupil.

12. Consultation, Monitoring and Evaluation

The Head Teacher and SLT are responsible for monitoring the effectiveness of the Behaviour Policy and ensuring high standards of pupil behaviour. The Head Teacher and SLT are also responsible for monitoring the staffs' support of challenging behaviour by ensuring that all staff follow the protocols and procedures outlined in this policy consistently.

Actions will be taken to ensure we provide the right support and care for all children. Staff training on behaviour is ongoing and happens, at least, termly. This training includes emotion coaching, trauma informed practice and discussions to support teachers with specific challenging behaviours. New staff are directed to this document as part of their induction process so they can effectively implement our strategies, in line with whole school consistency.

In school, Jane Smethurst has completed the NPQLBC (Leading Behaviour and Culture) and Hayley Pye is our designated Mental Health Lead.

13. Record Keeping:

CPOMS is used to record all incidents where staff have supported a child's behaviour. Conversations with parents are recorded as is a record of any actions taken.

14. Pupil support systems

We recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and mental health needs may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on the school's SEN register. An individual behaviour plan may be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to pastoral staff and/or referral to an appropriate outside agency. It may also be appropriate to help other children understand what they can do to support this particular pupil. Further information is outlined in the school's Special Educational Needs Policy.

15. Legal Framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002

- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools' This policy operates in conjunction with the following policies:
 - Home-School Agreement
 - Complaints Procedures Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Child Protection and Safeguarding Policy
 - Anti-bullying Policy
 - Mobile Phone Policy