Behaviour and relationships policy

1. Introduction

At Paisley Primary School we understand the value of relationships. We know that children need to feel safe, secure and comfortable with the adults around them in order for them to flourish academically, socially and emotionally. This policy sets out our expectations for behaviour and conduct. In our school These are underpinned by the positive relationships established between staff and pupils informed by research, evidence and trauma informed practice. We also recognise that for some pupils, a more personalised approach may be needed to meet their developmental needs. The key principles outlined below support children to understand their behaviours and manage them well.

2. Aims of this policy

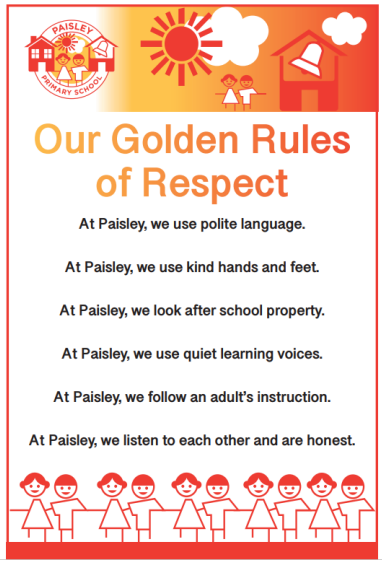
This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Ensure all management of behaviour is consistent and underpinned by positive relationships
- Support staff to realise and acknowledge the prevalence of trauma and its symptoms
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Outline a clear behaviour pathway with support provided at each stage
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline additional support for pupils who require a more personalised approach

3. The behaviour curriculum

3.1 Expectations

In our school, pupils are expected to:



We refer to these as our Golden rules

These are reinforced through our **Paisley Principles (Appendix 1)** which are monitored regularly by Senior Leaders to ensure a consistent approach.

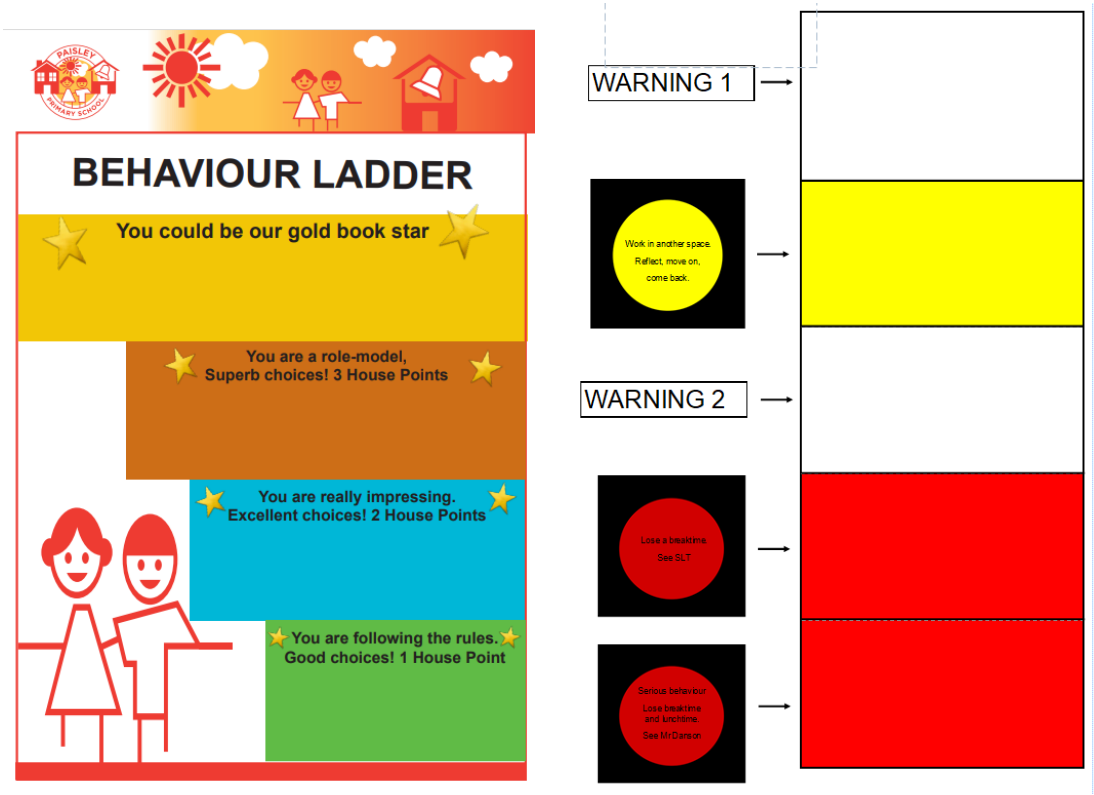
Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations.

To ensure these are fully understood by pupils, we reinforce these expectations regularly, praise pupils for demonstrating these standards, and display posters and signs around the school to clarify the behaviour we expect in different parts of

the school: (**Appendix 4)**

Further to the golden rules, our 4 Paisley Strengths make clear the character traits that we develop and appraise in our children across the curriculum. Our children are taught to develop skills in: determination, consideration, creativity and honesty. (**Appendix 4)**

We operate a simple model to make it clear to everybody the expected behaviour in our school and the actions pupils need to take to improve any behaviour that does not meet expectations.



Examples of the types of behaviour at each stage are given in **Appendix 2**

3.2 Curriculum and assemblies

Assemblies regularly focus on positive behaviour, respect, manners, attitudes and British Values. A strong PSHE curriculum places a high priority on managing mental well-being and the ethos of tolerance, mutual respect and support underpins every aspect of school life.

Building and maintaining effective relationships form a key element of our pastoral curriculum. By ensuring positive relationships we strive to establish an environment where pupils trust the adults in the school and where they feel safe, valued and well cared for.

Our four Paisley Strengths (being considerate, determined, creative and honest) form the basis of our character education curriculum. These are the strengths that the school feels pupils need to learn and develop in order to be successful citizens of the local community and wider world.

3.3 The Thrive Approach

Our school follows the Thrive Approach, which is a systematic approach to the early identification of emotional development needs in children. This approach allows differentiated provision to be put in place quickly for pupils who need this additional support.

A whole school assessment activity is completed that is used to inform our provision. If a child is identified through this assessment as needing additional support in their social, emotional and mental health needs, an individual action plan is created which details strategies, intervention and activities that would be suitable to support the child's development. Parents/carers are involved in this process and some support activities may be recommended to use at home.

4. Responding to good behaviour

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

The expectation is that all children will model the golden rules and this will be reinforced, recognised and praised by staff throughout the day.

Additional rewards can also be earned to encourage positive attitudes.

- *House points*
- *Weekly Gold Book Celebration Assembly*
- *Wow notes*
- *Great day notes*
- *Weekly/termly attendance winners – house points*
- *Weekly WOW assemblies*
- *Personalised rewards for pupils with a personalised behaviour plan*
- *Weekly positive parent phone call home*
- *Golden Welly Award*
- *Strengths Award*

5. Sanctions and consequences

Sanctions are applied to ensure that we maintain a safe and positive learning environment for all children. Sanctions are applied appropriate to the particular situation or circumstance of the behaviour. Any behaviour that is not of an acceptable standard must be addressed by all adults. In most cases, children respond well to a reminder about expectations. If needed, a warning will be given.

If a child continues to demonstrate behaviour that does not meet the expected standard, all adults must follow the **behaviour pathway: See Appendices 3 and 5**

Where there is persistent poor behaviour, parents will be contacted to discuss next steps. This may include an **individual behaviour plan** or **behaviour contract** being enacted and agreed with parents / carers. If further support is needed, a **multi-element plan** may be used and advice sought from external agencies.

6. Pupil support systems

For some pupils, additional support may be needed as their behaviour may be caused by an identified need or unmet social or emotional need. Additional assessments will be carried out to determine the needs and bespoke support. This may involve Thrive intervention, ELSA support or external agencies.. A multi-element plan will be used to identify clear expectations and targets and parents will be involved.

Reasonable adjustments may be made to the usual rewards and sanctions in individual cases in response to any special educational need or disability.

7. Restrictive physical intervention and use of reasonable force

All staff are encouraged to recognise escalating behaviours at an early stage and to use de-escalation strategies where possible to avoid incidents from escalating. Staff follow the guidance from the Team Teach approach to support with de-escalation. It is essential that adults remain calm and use agreed and consistent language. Maintaining strong relationships built on trust and respect are essential, especially when a child is struggling to manage their behaviour.

In our school we view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. However, 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.

In all cases, reasonable force will:

- 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

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

All children who have previously needed physical intervention will have a bespoke **Restrictive Physical Intervention Plan** so staff are able to identify and remove triggers, leading to fewer incidents. This plan will be written in collaboration with parents, staff and external agencies where appropriate.

Please refer to separate **Restrictive Physical Intervention Policy** for further information.

8. Roles and responsibilities

The Local Advisory Board

- Review this behaviour policy in conjunction with the Head of School
- Monitor the policy's effectiveness
- Holding Senior Leaders to account for the implementation of the policy

The Senior Leadership Team

- Set high expectations by consistently modelling the agreed behaviour principles.
- Ensure that the school environment encourages positive behaviour
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensure new staff are provided with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Provide regular training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that the data from the behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Provide accurate information to the Local Advisory Board and the Trust.

All school staff

- Set high expectations by consistently modelling the agreed behaviour principles.
- Take an active role in creating a calm, orderly and safe environment for pupils
- Build positive relationships with pupils and their families
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour pathway consistently and fairly
- Respect and listen to pupils
- Provide a personalised approach to the specific needs of particular pupils
- Record behaviour incidents promptly in line with the school policy

Parents and carers

- Support the school's expectations of behaviour
- Support their child in adhering to the school's behaviour policy, including accepting any sanctions
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure their child attends school regularly, on time and wearing the correct uniform

Pupils

- Follow the school rules and do their best to meet the expected standards
- Do their best to earn rewards for meeting the behaviour standards
- Accept the consequences they face if they don't meet the standards
- Make use of the pastoral support that is available to them to help them meet the behavioural standards
- Support and look after other pupils
- To show respect to others, regardless of differences eg: race, gender, religion, sexuality or disability
- To show respect to property and the school environment
- To attend regularly and on time

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

10. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We take all reports of bullying seriously and always fully investigate. Bullying in any form, is not tolerated in our school. Please see separate **Anti-Bullying Policy.**

11. Child on Child Abuse

At our school, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between children including:
- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment or sexual violence

These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up.

If a pupil reports an incident of abuse, we will let the pupils know that we will:
- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns

- Not tolerate or accept abuse

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently, and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.

Incidents relating to all forms of bullying will be reported, recording, and dealt with, in accordance with either the Academy's Anti-Bullying or E-Safety policy.

Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied. The school considers a balance between the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

12. Behaviour Beyond the School Gates

In line with section 89 of the Education & Inspection Act 2006, this policy also applies to poor behaviour not on the school premises.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member 'to such an extent as is reasonable'.

13. Screening, Searching and Confiscation

The Education Act 2011 allows staff to lawfully search pupils, without consent or parental permission, if there is a suspicion that the pupil has has a 'prohibited item'. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Only the Head of School, or a member of staff authorised by the Head of School, can carry out a search. The Head of School can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

14. Malicious allegations against staff

If an allegation is determined to be malicious, the Head of School or Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of School will consider the appropriate disciplinary action against the pupil who made it.

15. School visits and out of school activities

Our main concern is for the safety of all the children in our care. In exceptional cases it may be felt that the behaviour (or trends of behaviour) of certain children might create a safety hazard for themselves and other children/staff. A risk assessment will be undertaken by the phase leader, deputy, or Head of School. Parents will be informed (usually in writing).

If a child does not pass the risk assessment for an out of school activity, alternative provision will take place in school.

No child will be excluded from any activity due to any physical or learning disability, economic or religious reasons.

16. Monitoring

Staff monitor the effectiveness of this policy on a regular basis and report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Trustees to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

17. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

18. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Head of School and only as a last resort.

Following a suspension, a reintegration meeting will be held with the pupil and their parents to review expectations and additional support that may be provided.

Please refer to our **Suspensions and Exclusions Policy.**

19. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

20. Training

Regular behaviour updates take place during staff meetings to ensure that all staff feel confident to deal with behaviour and to ensure consistency. The behaviour leads provide support and guidance for all members of staff who require additional strategies. Physical intervention training is kept up to date.

Induction for new staff members includes guidance on the school Behaviour and Relationships Policy. Regular CPD is planned throughout the year with a focus on a range of special educational needs, anxiety and mental health and wellbeing support to ensure that staff feel knowledgeable and equipped to begin to identify the root of behaviours and subsequently plan strategies to address this. Regular visitors to the schools are provided with information about the implementation of the Behaviour and Relationships Policy and how to report incidents or concerns.

21. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

11. Links to other relevant policies

This policy makes reference to other whole school policies and guidance:

- Anti-bullying Policy
- Guidance for Safer Working Practice for Adults Working with Children and Young People in Education Settings 2019
- Single Equalities Scheme
- Exclusion and Suspension Policy
- E-Safety Policy
- Child Protection Policy
- Physical Intervention Policy

Appendix 1

PAISLEY PRINCIPLES We value every child in our community: we want them to aspire to the greatest things!					
BEHAVIOUR	✓	**TEACHING**	✓	**ENVIRONMENT**	✓
• Silent signals (silent stop and 3, 2, 1)		• How / why / justify ?		• Clear surfaces, tables and floors	
• Positive appraising language (**NO** shouting)		• Turn to your partner (talk)		• Equipment accessible and stored	
• Quiet learning voices (classrooms, corridors, lining up)		• Clear modelling (use flipchart, visualiser, be practical)		• All displays 'mounted' and in use	
• High expectations – golden rules at all times		• Use of different voice levels		• Book corner is tidy, presentable and accessible	
• House points and behaviour ladder at every opportunity!		• Timed activities and high expectations		• Seating plans for all KS2 seated in rows	

Appendix 2

Examples of stage 1 behaviour where a reminder is needed would include:

- Calling out
- Talking when someone else is talking
- Interrupting a conversation
- Distracting others
- Running in the corridor
- Moving about the classroom without good reason and/or permission

Examples of amber behaviours would include:

- Inappropriate language e.g., non-threatening expression of displeasure
- Name calling
- Lack of respect for people or property
- Rudeness
- The very first instance of foul and abusive language
- Refusal to follow instructions
- Non-verbal gestures
- Lying
- Rough play
- Any persistent action exemplified at stage 1

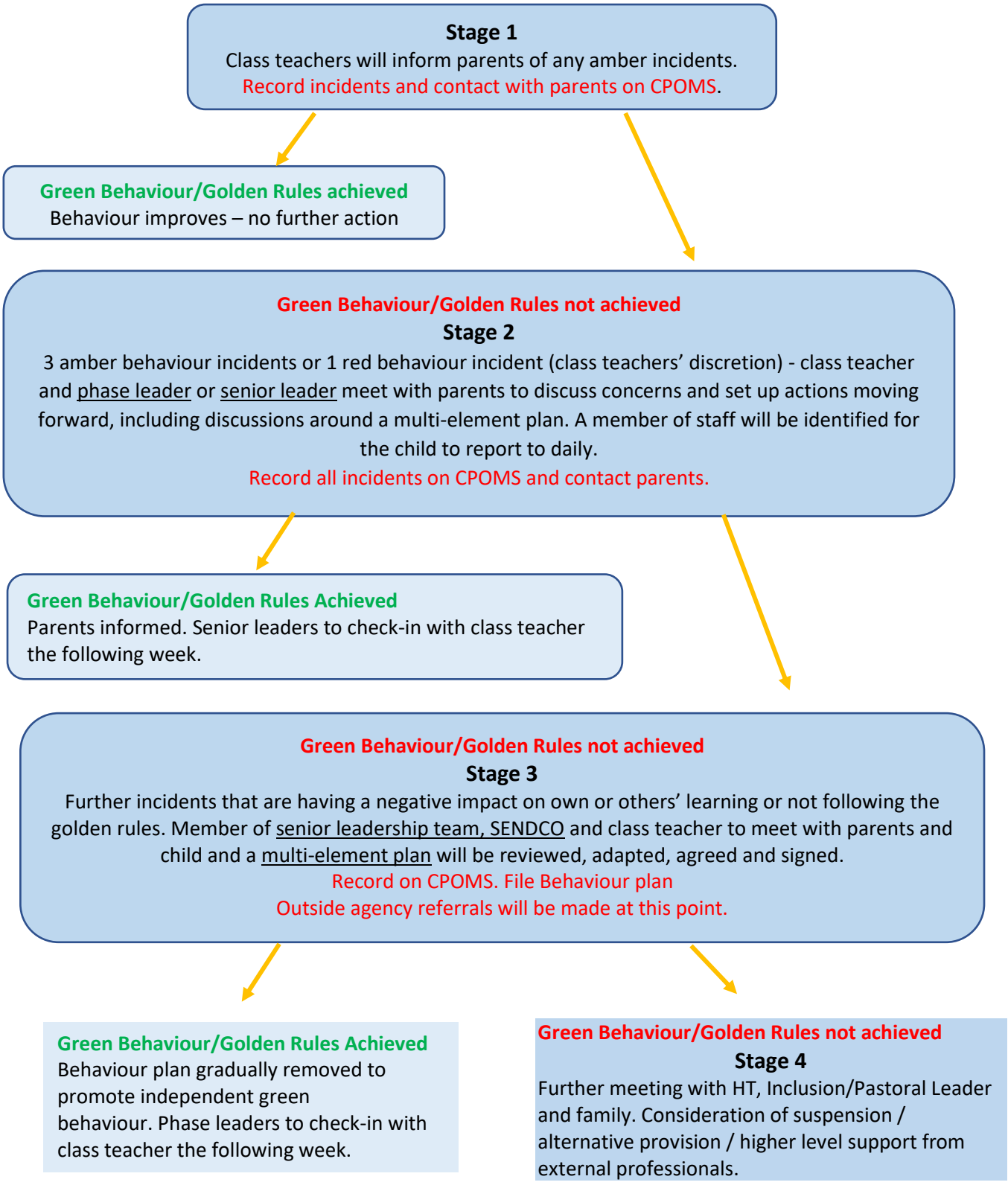
Examples of red behaviours would include:

- Any behaviour that puts themselves or any other person at risk of harm
- Any violent act towards any other person
- Foul and abusive language towards any adult in school
- Threatening behaviour towards adults or children (with menace and/or intent)
- Racial abuse/homophobic abuse
- Persistent refusal to follow instructions
- Theft
- Spitting
- Running away from an adult
- Deliberate damage to any property in school
- Bullying (see anti-bullying policy)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual assault (intentional sexual touching without consent)
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images

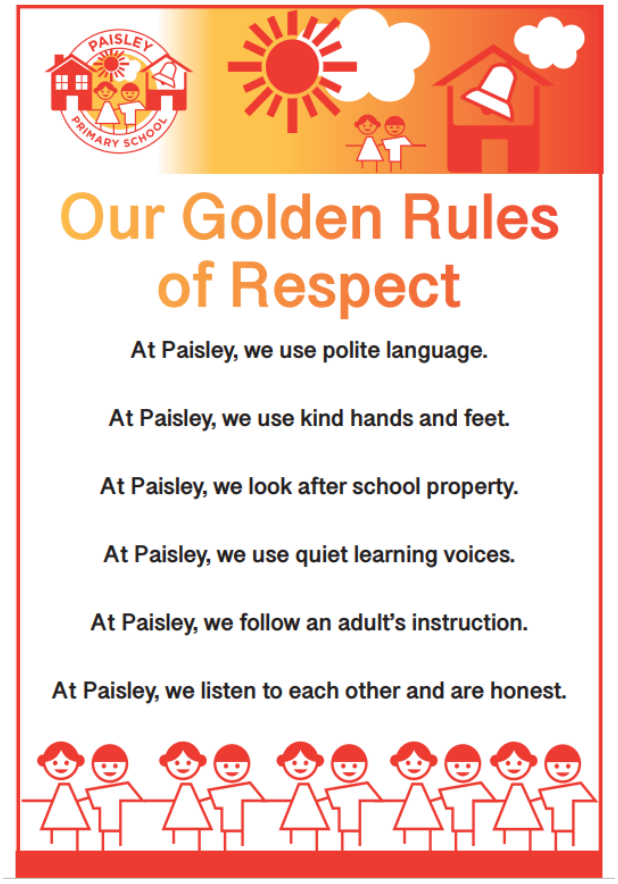
    NB – THE ABOVE ARE ONLY EXAMPLES OF BEHAVIOURS FOR EACH STAGE. IT IS NOT EXHAUSTIVE AND THERE IS FLEXIBILITY IN THAT STAFF MAY USE THEIR PROFESSIONAL JUDGEMENT

Appendix 3: Behaviour Pathway

(Please see Appendix 5 for summary of stakeholder engagement as part of this pathway)



Appendix 4



	Our Volume Scale
5	Emergency voice 
4	Outside voice 
3	Learning voice 
2	Whisper voice 
1	Silent voice 

Exceptional Lines

1 Level 1

Left

Walking feet

Face forward









Paisley Strengths



Appendix 5

Stakeholder engagement (behaviour pathway)

1 – repeated incident (e-letter sent home to parents/carers)

2 – further incidents (phone call to parents/carers by class teacher)

3 – further incidents (meeting in school with class teacher, phase leader and parents/carers)

4 – continued incidents (behaviour contract meeting with Head and parents/carers)

5 – further continuation of incidents – consideration given to multiagency working, e.g. STS outreach, SEMH support, Early Help, etc

If incidents are deemed of a severe, disruptive or dangerous manner, then staff will exercise professional judgement over the application of the behaviour pathway and the appropriate stage to initiate.