Greenmount Primary School

Behaviour and Relationships policy

2024-2025

Confidence
Learning
Independence
Motivation
Belief

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1. Aims

This Behaviour and Relationships policy sets out our school's approach to ensuring high standards of behaviour in and around the school. This ensures that our approach is consistent in all contexts and with all staff so that children have the security of knowing what is expected and what is not. As a school we believe in a nurturing, relationship-based approach where there is mutual respect and all children feel listened to. In addition, we aim to enable all pupils to have the ability to understand their own thoughts, feelings and behaviour, to self- regulate and build positive relationships within, and out of school.

Our policy is built around the following behaviour principles that permeate every aspect of school life;

- Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times. All members of staff are responsible for supporting the behaviour of children across the school, building relationships is everybody's role!
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour and relationships policy
- The behaviour and relationships policy is understood by pupils and staff. All staff on joining the school will be made aware of the policy
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions through a restorative approach.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Board every two years.

The headteacher, senior leadership team and governing board will monitor the effectiveness of the policy.

2. 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 - 2022*
- *Use of reasonable force in schools*
- *Supporting pupils with medical conditions at school*

It is also based on the *Special Educational Needs and Disability (SEND) Code of Practice 2014.*

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property:
- DfE guidance explaining that maintained schools must publish their behaviour policy online

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3. Links with other policies

In addition to statutory requirements, guidance and legislation we have a number of policies in place to ensure that our children learn in a safe, inclusive environment and which promote positive behaviour and relationships. The Behaviour and Relationships policy must be applied in conjunction with the following policies, all of which are on our website;

- Child protection and Safeguarding policy
- Equality and Diversity policy
- Attendance policy
- Anti-bullying policy
- Online Safety policy
- SEND Policy and Information report
- Care and Control policy
- Whistleblowing policy
- PSHE policy
- Relationships Education policy

4. Definitions

(*Please note these lists are not exhaustive)*

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Defiance
- Isolated name calling incidents, being unkind
- Rough play

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- 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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

At Greenmount we define Bullying as the **repetitive, intentional harming of 1 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
- Difficult to defend against

Bullying can include:

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

At Greenmount Primary School, we are committed to providing a caring, inclusive and safe environment for all our pupils so they can learn and achieve. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that ANY child who knows that bullying is happening should feel able to tell a member of staff.

Our Anti-Bullying policy details how we work to prevent and address bullying. The policy is on our school website; http://www.greenmountprimary.co.uk/policies/

6. Roles and responsibilities

The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour and relationships policy in conjunction with the headteacher
- Monitoring the policy's effectiveness

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour and relationships
- Supporting staff to deal effectively with poor behaviour and ensuring the policy is implemented consistently with all groups of pupils.
- Providing new staff with a clear induction into the school's behavioural culture and how best to support all pupils to participate fully
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour and relationships policy consistently
- Communicating the school's expectations, routines, values and standards in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, supported by the Inclusion Lead as appropriate
- Recording behaviour incidents promptly on CPOMs
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

Parents and carers

A strong, positive partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any repeated behaviours, or if your child seriously breaches our behaviour expectations. We aim to work together and share with you decisions about the consequences.

We want to know at an early stage of any concerns that you or your child may have. We will explore your concern, and report back, as soon as possible and request that you contact your child's class teacher in the

first instance. Teachers may be available at the start or end of the day for an informal chat or we recommend that you call the office to request a phone call or meeting.

So that we can work effectively together to meet your child's needs, we ask that parents inform school of any changes in circumstances that may affect their child's behaviour.

7. School Rules: The Greenmountaineers Code

The Greenmountaineers Code sets out the expectations we have of everybody in our school. Posters showing these expectations are displayed in classrooms and in other key areas around the school, so that all staff might refer to them when there is a need to remind children of expectations (see Appendix 1). In addition, teachers work with their classes at the start of each academic year to discuss in detail how these are applied in practice. The expectations are:

1. Listen

2. Follow instructions

3. Be kind and respectful to others

4. Look after property

5. Try your best

8. Rewards

Often the most effective reward for work well done or a positive approach to something is a verbal comment from an important adult. As a school, we seek opportunities to 'praise loudly' and thank pupils for their positive actions, including how they have met or exceeded the Greenmountaineers Code. In addition, class teachers may opt to use stickers, certificates or other awards to reward positive behaviour and work. These complement our whole-school approaches:

House Points Across the school

We allocate all pupils to a house, siblings are in the same house, for which they can earn house points. House points can be awarded to pupils for good work, helpfulness, politeness and courtesy, or any positive behaviours which we might want to praise or encourage. House points are collected on a chart in each classroom and other key areas and are counted weekly. At the end of each half term, a house reward will be awarded to the house with the most house points. The houses are named after famous Mountain Ranges; Andes, Alps, Himalayas and Rockies.

Headteacher Awards

Pupils who demonstrate excellence are awarded a Headteacher's Award. Such pupils are sent to the Headteacher or Deputy to share their excellent work or behaviour.

Celebration assemblies

Every Friday the Headteacher and Deputy lead a celebration assembly where a child from each class is given special recognition as 'Star of the Week'. This may be for their conduct, hard work in meeting a target or exceeding expectations. Their work is shared, and they receive a certificate and badge. At the end of each term, a 'star of the term' in each class is recognised for consistently meeting or exceeding expectations and they each receive a prize.

9. Consequences

For every child, there are consequences in place when they fall short of our expectations. These are shared with children and displayed in classrooms (see Appendix 2). The framework below indicates the usual sequence through which staff will progress in the case of continued issues. However, it is important to note that all staff are able to choose to skip earlier stages where they consider the conduct is sufficient to warrant a more serious immediate consequence.

Stage 1 Verbal Warning and a reminder of the behaviour we want to see

Stage 2 Formal Warning- Yellow Card. The child will be told of the time consequence if behaviour continues

Stage 3 Time Sanction- a child may be moved to another part of the classroom or miss part of breaktime depending on the stage in the session the behaviour occurs.

Stage 4 Red Card- in some cases, it may be necessary to remove a child from the classroom to ensure a clear message is given about expectations, both to the pupil involved and to others in the class. The child will most often be taken to the phase leader's classroom to complete their work. The phase leader will also remind the child of our behaviour expectations.

Stage 5- Headteacher/Deputy Headteacher Involvement

In cases of mis-behaviour (section 5), when the child has rectified their behaviour a new start must be given at the start of the next session. They should not, for example, remain on an 'orange time sanction' warning all day if behaviour is meeting expectations after the consequence has been given.

Where earlier stages of the process have been ineffective in improving behaviour, pupils will be taken to the headteacher or deputy. At this stage, appropriate consequences may include removal from class for an extended period, internal exclusion, or in some cases a fixed-term or permanent exclusion may be required. In cases of serious mis-behaviour (see section 5) consequences will move immediately to stage 5.

Where a pupil reaches stage 4 or 5 of this process, a record will be entered onto CPOMS by the staff member to maintain a record of such incidents. In most cases, it will also be appropriate for parents to be informed of the circumstances of the incident. This can be done in discussion with the class teacher and/or senior members of staff at collection at the end of the day, or by telephone call. In the case of pupils who present particularly challenging behaviour, it may be appropriate to provide additional support to manage

and improve behaviour. The Inclusion Lead will work with the class teacher, and the pupil if appropriate, to implement a personalised plan which may include additional steps or interventions to prevent incidents of misbehaviour and the use of a behaviour book.

Lunchtimes

We have the same high expectations of behaviour at lunchtimes as we do in the classroom. The Behaviour and Relationships policy must be consistently applied. If a child is not following the Greenmountaineers Code then the consequences system will be applied by the lunchtime supervisor. If a child reaches Stage 3 (time sanction) the child may need some time out either walking with the lunchtime supervisor or standing/sitting away from their peers. Senior lunchtime supervisors, inclusion support workers and SLT are also available to support throughout lunchtimes. If a child's behaviour is serious- for example fighting, persistent defiance (section 5), the lunchtime supervisor must use the walkie-talkie to radio immediately for a member of SLT who will come and support and decide the action to be taken. Lunchtime staff must feedback to class teachers when incidents have occurred so they can follow up if necessary.

Incidents outside of school

The school takes seriously its responsibility to set high expectations of pupil behaviour, including outside of school. Where pupils are known to have behaved in a manner contrary to the school's expectations outside of school, the behaviour policy will be applied as if the incident were to have happened in school. In such cases, parents will be informed of the actions taken and the grounds for such actions. Where behaviour outside of school may indicate potential risk of neglectful care or parenting, it may be appropriate for the incident to be recorded as a safeguarding concern using the appropriate channels.

Headteacher discretion

Where incidents are referred to the headteacher, the headteacher will decide on the appropriate course of action based on both the incident being considered and known prior incidents.

Internal Exclusion

Where a child is at risk of exclusion, it may be appropriate for an internal exclusion to be used in the first instance. This is intended to make clear to the pupil the need for a significant change in behaviour. In such cases, the pupil will work in the Headteacher or Deputy Head's office, completing work set by the class teacher or headteacher as appropriate. Where an internal exclusion is used to manage behaviour, parents will be informed. In addition, a request will be made for parents to attend a meeting with the headteacher to discuss the pupil's reintegration into their class, and to ensure that all parties are clear about the risks of further misbehaviour which might lead to fixed-term or permanent exclusion.

Fixed-Term Exclusion Fixed-term exclusions are permitted by law as a tool for maintaining good discipline. In all circumstances the school will have regard to the guidance set out in the government guidance at https://www.gov.uk/government/publications/school-exclusion

Permanent Exclusion

In exceptional circumstances, it may be appropriate to permanently exclude a child from Greenmount Primary School. This decision will be considered as a last resort where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school, or in cases of serious or persistent breaches of this policy, in line with the government guidance.

Reasonable force

At Greenmount Primary School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. There may be circumstances however, where verbal de-escalation alone is not enough to deal with the risks that present themselves, and physical steps need to be taken.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

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. Please see our Care and Control policy for further information; http://www.greenmountprimary.co.uk/policies/

Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10. Supporting children to understand their behaviour and resolve difficulties

When children fall out they are supported and given time to listen to each other's point of view, consider how their actions have made others feel and come to an agreement about how arguments and disputes can be resolved and avoided in the future. This restorative approach also applies to other behaviour incidents- it focuses the individual on their responsibilities to the rights of others and enables those who have been harmed to convey the impact of the harm to those responsible. Staff follow a restorative conversation prompt card when supporting children to reflect on their behaviour, this ensures a consistent approach. We aim to deal with conflict peacefully and fairly, while promoting a safe, caring environment where problems and incidents can be resolved successfully.

Our PSHE and Relationships education curriculum promotes tolerance and respect for all and supports children's understanding of healthy relationships.

11. Responding to pupils with SEND

At Greenmount Primary School we recognise that a child's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour and relationships policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to minimise them. The Inclusion Lead will work with class teachers to implement support plans and provision will be documented on Provision Map. The Inclusion Lead will refer to external agencies as appropriate and organise CPD for staff.

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The Inclusion Lead may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from SENIT, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Safeguarding.

At Greenmount we recognise that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child'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.

13. Child on child abuse

At Greenmount we are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. School staff recognise that children are vulnerable to, and capable of, abusing their peers. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up" and we understand that nonrecognition/downplaying the scale and scope will lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that child on child abuse can manifest itself in many ways such as:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff must use CPOMs to log all incidents of child-on-child abuse. We will ensure that all incidents are met with a suitable response, and never ignored. A contextual approach to each individual case will be taken and will be proportionate, considered and supportive to all involved.

Our response to an incident of child on child abuse may be;

- Managed internally and in conjunction with other policies in school such as the Behaviour and Relationships policy, Anti-bullying policy, Child Protection and Safeguarding policy and Online Safety policy. Actions taken will be logged on CPOMs.
- Referred to children's social care
- Reported to the police

A risk assessment may be needed to support decision making. In cases of behaviour of a sexual nature the DSL is trained completing an AIM checklist.

Our preventative curriculum and whole school ethos encourages children to be tolerant and respectful to others. Children are encouraged to report anything that makes them feel uncomfortable in the knowledge that they will be listened too.

14. Monitoring and evaluating school behaviour

CPOMs is used to log all serious behaviour incidents and the actions taken. CPOMs is monitored throughout the day by the Headteacher, Deputy and other designated members of staff. In addition to serious behaviour incidents, reoccurring behaviours or behaviour that causes a safeguarding concern are acted upon immediately.

We collect data on;

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed every month by Alison Randall (Deputy Headteacher and Inclusion Lead) and reported to the Headteacher and Governing Board.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By protected characteristic.

  The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

- Appendix 1: Greenmountaineers Code

To achieve **GREAT** things we **all** need to follow our code…

Listen

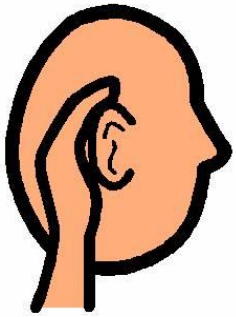
Follow Instructions

Be kind and respectful to others.

Look after property

Try your best

Confidence
Learning
Independence
Motivation
Belief



Listen

Follow instructions

Be Kind to Others

Look after property

Try your best

Appendix 2: Consequences chart

CONSEQUENCES

Stage 1	**Warning** Verbal
Stage 2	**Warning** Yellow Card
Stage 3	**Time Sanction** Moved to another part of classroom or miss part of playtime.
Stage 4	**Red Card** Work in another class.
Stage 5	**Mrs Dixon**