THE HOWARD
Academy Trust

Temple Mill Primary School
Positive Relationships & Behaviour Policy

Policy Scope: **Temple Mill Primary School**

Responsibility: **Local Governing Board**

Date Adopted: **September 2023**

Review Frequency: Yearly

Review Date: **September 2024**

Temple Mill Primary School – Positive Relationships and Behaviour Policy

Statement of Intent

It is our aim at Temple Mill Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on inclusivity, dignity, respect and ambition. The school's Positive Relationship and Behaviour Policy is therefore designed to support the way in which all members of the school can work together in such a way that these values are promoted. At Temple Mill, we believe that all adults and children have:

- The right to be safe
- The right to learn
- The right to be treated fairly
- The right to be treated with respect
- The right to an environment that promotes well-being and success

The school encourages the children to understand their rights but also their responsibilities in ensuring that the rights of others are protected. These rights and responsibilities are common to all classes and are discussed and agreed at the beginning of each school year.

The school expects every member of the school community to behave in a considerate and respectful way towards others and promotes an ethos of kindness and cooperation. We treat everyone fairly and apply this Positive Relationships and Behaviour Policy in a consistent way.

We believe that developing positive relationships is key to supporting positive behaviour and allows children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community who can reach their full potential.

Legal Framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DFE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy

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- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
Anti-bullying Policy

Roles and responsibilities

The Local Academy Board (LAB) is responsible for:

- Evaluating and reviewing the policy to ensure it does not discriminate on any grounds.
- Promoting a whole-school culture of inclusivity, dignity, respect and ambition with positive relationships underpinning these aims.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head of School is responsible for:

- Implementing the school Positive Relationships and Behaviour Policy consistently throughout the school, and
- Reporting to governors, when requested, on the effectiveness of the policy.
- Ensuring the health, safety and welfare of all children in the school.
- Supporting the staff by implementing the policy, by setting the standards of conduct, and by supporting staff in their implementation of the policy.
- With the SLT, provide pastoral support for staff if required during their implementation of the policy.
- Monitoring records of all reported serious incidents of poor conduct, including bullying of all types (see Anti-Bullying Policy Section 2).
- Applying fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of school may permanently exclude a child. These actions are taken only after the school governors have been notified and in line with the Exclusions Policy.

The Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with Social, Emotional, Mental, SEMH -related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The Inclusions Lead is responsible for:

- Collaborating with the LAB, Head of School and Mental Health Lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Providing staff training and support in understanding how SEND, disability or SEMH issues can affect a child's behaviour.

Adults in Class are responsible for:

- Ensuring that the rights and responsibilities are implemented in their classes.
- Being a role model for the children and treating each child fairly with respect and understanding.

- Communicating expectations, routines, values and standards directly and also through their own behaviour and in their interactions with each other and pupils.
- Supporting children in managing situations successfully
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the Inclusions Lead and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of all of the pupils in their class.

All adults in school, including visitors and volunteers are responsible for:

- Adhering to this policy.
- Respecting the rights of others to enjoy a safe environment and sharing the responsibility to create and maintain this.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling expected levels of good conduct.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant adults in school up-to-date with any changes in behaviour.
- Support children in identifying their feelings and managing them.
- Support children in using their understanding of emotions to manage challenging situations successfully.

Pupils are responsible for:

- Their own good conduct both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school policy.
- informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting their child's learning, and to cooperate with the school.
- Reading and adhering to the terms of the Home and School Agreement.

Parents and Carers are made aware of the ethos of the school and the rights and responsibilities we promote. We expect Parents and Carers to support the school in reinforcing these and their conduct on the school site should reflect this.

Promoting Positive Behaviour

Positive adult-child relationships are key to preventing and managing unacceptable behaviours. Positive relationships will create a strong foundation from which behavioural change can take place.

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- Adults support children in identifying their emotions and how they impact on behaviours. Children are then supported to self-regulate using the Zones of Regulation model. This enables the child to access a "toolkit" of strategies to regain their readiness to learn and comply.
- The PSHE Curriculum provides opportunities for children to explore challenging scenarios, explore resolution and share opinions in a safe environment.
- Good conduct and positive choices are acknowledged by all adults in school.
- House points may be used by all adults in school to reinforce positive behaviour or successful outcomes. These should be given consistently and **one point** per achievement given.
  An adult may invite a child to share their success (in learning or positive behaviour) with another staff member to reinforce the significance of their achievement.
- Certificates are awarded during Celebration assemblies and include recognition of efforts made in learning, demonstrating good or improved conduct or behaviour for learning or for contributing to our school community.
- A daily "Undercover Pupil" is selected by the teacher. If the child has a successful day, they are congratulated and earn a token worth 5 minutes towards a class treat activity. If they are not successful, they are not named or reprimanded, the token is just not added.
- In agreement with the Inclusions Lead and SLT, some children may have individual behaviour plans. All relevant adults will be informed of this so they can support the child in successfully accessing their plan.
- Positive or improved conduct and attitudes are regularly reported to parents.

Sanctions to address incidents of inappropriate conduct or negative behaviours.

The hierarchy of sanctions below should be applied consistently in all classes to address low level unacceptable behaviours, but with due regard to the age, stage and understanding of the children involved. For the purposes of this policy, "low-level unacceptable behaviour" includes any behaviours that may disrupt the learning of the perpetrator and/or other pupils, for example:

- low level disruption/distraction
- talking at inappropriate times
- showing a discourteous or rude manner
- refusing to comply with instructions
- refusal to complete learning tasks despite them being appropriate to the child and appropriate support and resources offered.
- It is recognised that some low -level unacceptable behaviours can escalate to serious unacceptable behaviours

Sanctions should seek to address the conduct and allow the child to re-join the group or activity in a positive manner as quickly as possible. They are imposed to deter future poor conduct, protect the child and others from future poor conduct and improve the conduct of the child. Children should be encouraged to use the self-regulation strategies to reset.

Sanction are used to maintain our school culture of inclusivity, dignity, respect and ambition and restore a calm and safe environment. Language or actions that may demean or humiliate the child, or cause damage to relationships must not be used in addressing poor conduct.

- The child's actions should be clearly addressed in relation to the rights and responsibilities that have been agreed.
- The child should be reminded of what is expected and the adult should seek to redirect the child or defuse the situation.
- If the inappropriate behaviour is repeated or continues, the child should be warned and reminded of potential consequences.
- If the inappropriate behaviour is repeated or continues, implement hierarchy of sanctions: (Sanctions should be applied as closely as possible to the time of the incident)
  1. "Time out" to another position in the classroom/immediate area – the child should continue with learning or undertake reflective activity to consider the impact of their actions. On

completion, the adult should remind the child of expectations, rights and responsibilities before they re-join.

2. "Time Out" to another class/supervised space. This should be for a limited time (max.15 mins). This should be with the agreement of the "host" adult. The child should bring their learning or have a meaningful reflective/restorative justice activity to complete. It is useful to have an agreement in place with a colleague but this must be flexible, for example to avoid siblings having time out in each other's classes. On completion, the adult should remind the child of expectations and rights and responsibilities before they re-join their own class.
Time Out to a younger class group should not be applied as a means to humiliate by implying a lack of maturity as expectations of good conduct are the same in all classes.

3. The phase leader and parents should be informed of recurring patterns of negative behaviour and a more extensive but time limited plan including specific targets may be put in place.

4. The Assistant Head or Head of School should be kept informed and will reinforce or extend the plan if required.

5. In the event it becomes necessary, the Head of School may issue a suspension for a fixed period of time. This will only occur as a last resort and in line with the Exclusions Policy. Typically, this would occur if:
   a. A child repeatedly violates the policy despite the appropriate stages of support being put in place
   b. A child seriously assaults another child or adult.

6. Permanent exclusion may occur when all other available stages of the policy have failed to support the child to stay in school.

- The above hierarchy should also be followed during outdoor breaks and lunchtimes. "Time out" arrangements may need to be adjusted to be at a particular location where children can still be supervised or alternatively that they stay with the supervising adult. Should a child need to be removed from the outdoor area, they should be taken to a member of SLT to be supervised.
- The class teacher should always be informed if sanctions other than warnings are applied and if a recurring pattern of poor conduct is identified during lunchtimes.

Any incidents of serious unacceptable behaviour should be recorded on CPOMS. Incidences of this kind are likely to require the support of SLT and for parents to be informed and so would be actioned without going through the early phases of the hierarchy of sanctions.

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
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- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

Bullying (including Cyberbullying)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, in line with our AntiBullying Policy.

In our Anti-bullying Policy, bullying is defined as "persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another group". It is generally characterised by:

- Repetition – incidents are not one-offs, they occur frequently and over an extended period of time
- Intent – the perpetrator means to cause harm. Targeting – of an individual or group
- Power imbalance – whether real or perceived, bullying is generally based on unequal power relations.

Child on Child Abuse

The school procedures and policy for managing child on child abuse is guided by the Keeping Children Safe In Education document. Child on Child Abuse training is included in the Safeguarding training cycle.

All staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature.

Adults will not down play certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- 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 violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment,10 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 videos11 (also known as sexting or youth produced sexual imagery)
- upskirting,12 which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
- 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)

Where serious or criminal child on child abuse occurs, the school will apply it's safeguarding and child protection procedures and liaise with other appropriate agencies.

The use of reasonable force

School staff have the power to use force that is reasonable in the circumstances to control or restrain a child, 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 force is defined as "no more force than is needed".

- 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.
- Al members of school staff have a legal power to use reasonable force.

Reasonable force can be used:

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- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

FORCE MAY NOT BE USED A PUNISHMENT.

Following an incident when force is used.

- After an incident where force has been used, the incident will be reviewed by the Head of School and SLT and recorded on CPOMS.
- Pastoral support will be provided for staff involved.
- The parents/carers of the child involved will be informed
- The child will be supported to successfully reintegrate into class, if appropriate

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

- 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.

Force cannot be used to search for items banned under the school rules.

TEMPLE MILL PRIMARY SCHOOL "UNDERCOVER PUPIL" COLLABORATIVE CLASS REWARD 2022-23

Rational: To support the embedding of our values of inclusivity, dignity, respect and ambition, our Positive Relationships and Conduct Policy and our Rights and Responsibilities approach, a collaborative class reward system has been introduced. This will also allow us to ensure consistency in our approach across all classes.

Individual achievements in learning or conduct can still be recognised and rewarded through the House Point system, sharing success with other staff and the Celebration Assemblies.

The rewards listed above, along with the Undercover Pupil should be the only systems in use in the school unless otherwise agreed by the Head of School or Inclusions Lead.

Selecting a pupil:
The teacher should secretly select a pupil each day (ie by lucky dip or lolly stick draw). The name should not be revealed.

The selected child is successful if:

- They have respected the rights of others and acted in a way that promotes their rights to: o
    to be safe, o to learn
    - o   to be treated fairly, o to be treated with respect,
    - o   to a positive environment that promotes well-being and success

For a very small number of children, the teacher may need to adjust their expectation, for example the teacher may choose to focus on a child's individual target for behaviour or a particular time or location. The challenge may be over a shorter time.

If the Undercover Pupil is successful:
At the end of the day, the teacher announces who the Undercover Pupil was so that their success can be celebrated and they can be thanked for their efforts.

The child receives a sticker to acknowledge this.

The child is then able to add 5 minutes to the class total. Each class should have a visual means to do this and can be chosen to suit the class. For example, the 5 minutes might be represented by:

- marble or pompom in a jar
- fun token money box
- 5 minute vouchers
- A bright reward minutes tally display

If the Undercover Pupil is NOT successful:
At the end of the day, the teacher **does not** announce the name of the child or give any indication of who it might be. If asked if there will be any minutes added they should say something like "Not today, perhaps tomorrow" and leave it at that.

How to spend the time earned:
The time can be spent however the class agree. Could be:

- Use the time for instant short rewards like extra playtime
- Use it for a weekly (max 25mins depending on time earned) session of "Golden Time"
- Bank the time for an afternoon towards the end of term (one per term – they may have "change" for shorter rewards) and use it for o Special craft/art project o Outdoor activity o Movie afternoon
    - o Pupil's Pick – the children set the timetable for the afternoon -they could even deliver lessons on their hobbies and interests.

Avoid identifying an unsuccessful Undercover Pupil by:
- Putting children's names going back into the pot so the selection doesn't narrow. It doesn't matter if they are selected multiple times.
- Not discussing why the child wasn't successful – stick to the simple statement.
- If it is very obvious, switching names (ideally for someone who would usually struggle to be successful!) and "banking" that day's loss for another day when it would be less obvious.

- It is important that individuals are not identified as if there have been problems earlier in the day they are likely to have already had a sanction.