



Respect Achieve Together



Behaviour and Relationships Policy

This policy was formally adopted by governors in October 2024 and will be reviewed annually.

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Signed:	Head Teacher
Name:	Chair of Governors

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Introduction and Aims

At Heath Primary School, we believe that every child should feel happy and safe, allowing them to achieve their full potential. We expect all children to show respect towards each other and every member of the school community. Our goal is to help them become the best versions of themselves, flourishing both socially and academically, and learning to be responsible, kind, and inclusive citizens.

We recognise that children thrive when the adults around them work together. Therefore, we aim to achieve an inclusive partnership with parents and carers. Consistency is key, and we maintain high expectations for all our children. This policy outlines our expectations within the school and describes how we celebrate successes and address any issues (as we understand that no one can be perfect all the time!). Additionally, the policy includes key language and strategies used with children, enabling parents to reinforce these practices at home, promoting our teamwork approach.

Our School Rules

We have three school rules, making them easy to remember and follow: Respect, Achieve, Together. These rules align with our school values and are woven into all aspects of the school day. Adults frequently refer to these rules and use specific prompts to help children understand exactly what they mean.

In our school we show **respect** by

First time, every time



Kind actions and words



This means treating others the way we would like them to treat us and doing things with a kind heart.

In our school we all **achieve** by

Do your best!



Have a go!



This means being ready to learn and enabling others to learn too, so we can all do our best together!

In our school, we are one big team working **together**!

Care!



Keep yourself and others safe.



This means making sure everyone in our school feels safe by behaving sensibly and encouraging each other to talk to a safe adult if we have any worries.

Our School Routines: How we do things at Heath

The start of the school day:

- Children will all be welcomed on to the school site.
- Teaching Assistants will be spread out along the corridors to welcome children as they enter the building
- Teachers will greet each child at the classroom door
- Children will be given a task to complete

Moving around school:

- Children will stay safe around school by walking sensibly
- Children will be respectful to the other members of the school community by saying good morning, using good manners, holding doors and looking out for each other

At the end of break and lunch time:

- A whistle will be blown to mark the end of play and children will make their way sensibly to their allocated doors
- Teachers will greet each child at the classroom door

At the end of the school day:

- Teachers or Teaching Assistants will hand children over to parents/ carers at the allocated exit points.
- Those children with permission to walk home, will be supervised off the school site and will exit through the bottom gate on Heath road.

Positive Praise



We believe that the children who are going over and above deserve to be recognised first. All members of staff in school carry cards to give out to children who are going over and above the expectations. Adults will explicitly say what the child has done which is so brilliant and give them a card to take home so that parents and carers can talk to their child about what wonderful things they have done.

- Each class has a 'Recognition Board' to positively acknowledge children who display desired social and learning behaviours. The recognition board promotes a positive and supportive classroom environment without offering prizes or material rewards. The goal is for every student to have their name on the board by the end of the day or week.
- Teachers will send positive messages home via Class Dojo if a child has done something excellent so that parents and carers can share in their success.
- Celebration assembly is held every Friday morning at 9:00am and parents are invited to attend if their child has been nominated for an award. We think it is so important that children see parents and carers as well as school staff being proud of their achievements.
- Hot Chocolate with the Head is a special event for children who have been noticed going above and beyond around school. They can enjoy a hot chocolate and a biscuit while chatting with Mr. Lynch and their friends

Adults as positive role models

We believe that consistency is key because adults set the tone for the children. Children should not be surprised by how an adult reacts to their behaviour, and all adults in school should address escalating behaviours in the same manner. At Heath, all adults will:

- Show genuine care for each child by taking an interest in them as individuals
- Focus on positive reinforcement for both effort and achievement
- Remain calm when managing escalating behaviour and avoid emotional responses

- Refrain from shouting
- Teach and model good behaviour at all times
- Highlight and recognise those who go above and beyond
- Conclude lessons and the day with positive reflections

Responding to inappropriate behaviour

When dealing with inappropriate behaviour, staff will use scripted responses to ensure consistency.

Reminder	A <u>reminder</u> of our 3 simple rules (respect, achieve, together) delivered privately where possible and take up time to be given to allow the child to absorb what has been said.
Caution	Clear verbal caution, delivered privately where possible, making the child aware of their behaviour and outlining that there will be consequences if the behaviour continues.
Last Chance	Deliver the micro-script privately to give a final opportunity to engage
Time Out / consequence	If possible the teacher should quietly ask the child to step into the corridor for a chat. This will involve the child spending some time outside of the classroom (reset room) This is a time for the child to use the zones of regulation to calm down, breath and regulate themselves.
Repair and reflect	After these steps have been followed, the class teacher should have a restorative conversation with the child. This might be chat at break, lunch time or end of the school day. This is an opportunity for a reset and to enable a fresh start.

The micro scripts to be used by staff:

- I have noticed you are....
- You have chosen to.....
- Do you remember yesterday when you were brilliant....
- That's what I need to see today....
- Thank you for listening.... (give take up time)



Reflect and Repair

During the restorative conversation, the following questions will be asked:

What happened?

Which zone were you in at the time? (tick)

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Can you name the emotion you felt at the time?

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How did it make others around you feel?

Thinking about our school rules, what could you have done to make sure everyone felt safe?

Will you try to do things different next time? How?

These questions will be used by all staff, they are designed to help the child to see the bigger picture and to help them to understand the responsibility they have for their own actions and the impact they can have on others.

Involving Parents and Carers

There are several ways in which staff at Heath will keep parents informed about their child's behaviour and work together with you to prevent repeated inappropriate behaviour:

- If a child reaches the reflect/repair stage during the day, the class teacher will inform the parent at the end of the day.
- If a concerning pattern of behaviour emerges, the class teacher may request a meeting with the child's parents or carers to discuss possible strategies moving forward.
- If inappropriate behaviour continues, parents or carers may be asked to meet with Mrs. Hill and Mr. Lynch to discuss the best ways to support the child and develop a behaviour contract outlining the responsibilities of all parties and the consequences that may occur.
- In the case of a serious behaviour incident, parents and carers will be invited to attend a restorative meeting at the school.

Serious Incidents

Although rare, some behaviours are completely unacceptable, including:

- Bullying
- Homophobic remarks or actions
- Racist remarks or actions
- Threatening or violent behaviour towards all pupils and adults
- Intentional damaging of property
- Child on Child abuse

(This list is not exhaustive)

Such behaviour is considered too serious to be dealt with via our system as described above and the child will be seen by a member of the Senior Leadership Team immediately. Such behaviours may result in a seclusion (in-school exclusion), fixed term suspension or permanent exclusion. Parents will also be informed and any relevant paperwork or reporting will be completed.

Please refer to our school Anti-Bullying Policy and the government exclusion

guidance found at: <https://www.gov.uk/government/publications/school-exclusion>

Information on fixed term suspension and permanent exclusion

Fixed term suspension

Pupils whose behaviour is dangerous or violent or continues to cause concern, or do not respond to the support provided, may be suspended for a fixed term. Outside agencies will be involved if necessary. When the pupil returns, the school will support by setting targets for improvement, to avoid the next stage. If no progress is made following fixed term suspension then formal warning of the move to permanent exclusion will be given. The school will seek advice from the LEA for alternative options such as managed moves.

Permanent Exclusion

Although permanent exclusion will always be a last resort, the Head Teacher will exercise their duty to permanently exclude a pupil if they feel that:

- The safety of other pupils / adults can no longer be assured; and /or
- The pupil is continually affecting the education of others; and / or
- The school has exhausted all measures to try to improve the pupil's behaviour;
- The pupil has seriously breached the school's behaviour policy. The school will follow DfE's guidance on permanently excluding pupils.

Involvement of External Services

The school may call upon the services of the following to help address a child's behaviour difficulties:

- Educational Psychologist
- School Nurse / Doctor
- CAMHs
- Police
- Children Services

Searching Pupils

School staff may search pupils, with their consent, for any item. If staff suspect that a pupil has a banned item, or an item that may pose a risk, a pupil may be searched without their consent, where approval has been granted from the Head Teacher. In this instance, the member of staff conducting the search must be the same sex as the pupil who is being searched and a witness must be present. Where there is a serious, immediate risk of harm, a staff member may have no other option but to search a child of the opposite sex with or without a witness present.

If a child brings an offensive weapon or any kind of drug paraphernalia onto the school premises, this will be taken very seriously and may involve the police being contacted/ permanent exclusion.

Use of reasonable force

All school staff have the authority of the Head Teacher to use reasonable force to prevent pupils injuring themselves or others. Whilst the school will provide training for staff in the use of restraint techniques, where necessary, it is recognised that this is not a requirement for the use of restraint and should not prevent a member of staff restraining a pupil in a situation where there is risk of serious harm. All incidents of restraint would be properly logged and parents informed.

Links to other policies

- Anti-Bullying Policy
- Child on Child Abuse Policy
- Embark Exclusions Policy