

Weeth Primary School

Behaviour and Relationships Policy



Definitions

When read or used in relation to this document and/or the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024*' the following definitions will be adopted by Crofty Education Trust and all Crofty schools.

Headteacher	Shall relate to the Headteacher, Executive Headteacher, and/or Head of School
Governors/Trust Board	Shall relate to the Board of Trustees, and the Crofty Local Governance Committees (LGC)
Parent	The definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers.

Purpose and Principles

All children have entitlement to feel safe and secure and work in an atmosphere that is calm, positive and conducive to learning. This policy explains some of the ways in which we achieve this.

Each School within Crofty Education Trust has its own behaviour policy, however, as a group of schools we have devised some shared principles that guide these policies.

These are:

-  Positive approaches
-  Shared language reflecting school values
-  Safe and happy environment for all
-  Responsibility
-  High expectations shared by all
-  Consistency, equality, fairness
-  Language of choice
-  Restorative approaches/ fresh opportunities
-  Rewards / sanctions

Our Principles as a Trauma Informed School

We are a Trauma Informed school and these principles guide how we operate, not only to support those children who have experienced trauma, but all children. Our school recognises that all behaviour is a form of communication. We need to address what children are trying to communicate, and support and empower them to communicate in a safe and appropriate way. Our commitment is to create relationships with the children in order to meet their needs. We want everyone to feel safe, listened to and valued. We want to help everyone to communicate in an appropriate way. We want to give everyone the skills and understanding to build happy, healthy, and trusting relationships.

Paul Dix

As a school we have been influenced by the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. We follow his 5 pillars:

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Make learners feel important, valued and like they belong

Aims and Objectives

- For everyone to be treated fairly and with respect
- To have a consistent approach to behaviour throughout the school, where all staff take responsibility to deal with behaviour and support the children
- To teach children what is expected and encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To make reasonable adjustments and offer additional support for those who need it, in order to demonstrate equity and inclusion and for all staff to be aware of these individualised adjustments
- For everyone to demonstrate the school's 3 Golden Rules – Ready, Respectful, Safe.
- To promote a positive behaviour for learning attitude, and for everyone to demonstrate our Weeth Rainbow skills and values –



- To promote the British Values: democracy, rule of law, respect and tolerance, individual liberty.

What do we do to encourage good behaviour?

- We make our expectations of good behaviour clear, discuss what good behaviour looks like and link it to our core values
- We encourage children to take responsibility for their own actions and behaviour
- We give our first attention to those doing the right thing
- We praise those going over and above and use positive noticing and messages home to parents and carers
- We deliver a PSHE curriculum that helps children's behavioural, relationship and emotional development.
- There are regular opportunities in class and in assemblies to promote and reinforce good behaviour
- We praise and reward good behaviour both publicly and privately.
- We take a restorative approach to incidents, promoting learning from mistakes and improving behaviour moving forwards

Rewards

At Weeth we seek to be positive in all we do and celebrate the successes of learning and conduct in a variety of ways including:

- ✓ Verbal praise
- ✓ Stickers, including Head Teacher Award stickers for exceptional work
- ✓ Dojo points
- ✓ Certificates and positive notes home
- ✓ Communication with parent, either verbal or written
- ✓ Regular celebration assemblies where achievements both inside and outside school are recognized
- ✓ Participation awards
- ✓ Rainbow Behaviour Award – awarded in our Friday Celebration Assembly for positive behaviour
- ✓ Whole class reward – Rainbow Time

Sanctions and Strategies to help children improve their conduct

There will be occasions when children behave unacceptably. It is our responsibility to help the children learn from these mistakes and make better choices going forward. Minor behaviour incidents are dealt with within class or on the playground by a member of staff. We act when there is unacceptable behaviour. These actions should not be seen as punishments but rather an opportunity to reflect. The main action is a discussion with the child. This will be a discussion to promote enquiry, reflection, resolution and interactive repair. Actions may include: some time out for reflection, an apology note, a loss of privilege and/or repairing any mess or damage, completion of a reflection sheet which is shared with parents, a restorative conversation with another pupil or member of staff.

Behaviour Plans

If the child continues to make poor choices an individual behaviour support plan will be put in place and the head will discuss this with parents. Some children have a behaviour plan as part of their provision if they are on the School's SEND Record of Need and this is shared with parents. All staff are made aware

of any child with a behaviour plan or require reasonable adjustments to expectations. Staff then ensure they are aware of strategies used to help that child and apply them.

If necessary, the school will seek the support of outside agencies.

Incidents between children

There are times when children fall out. We use a restorative practice approach to help children learn, repair and move forward from these situations. If there is a child who has been harmed in some way by the incident (emotionally or physically) this approach can help them feel that the situation has been addressed and resolved. The adult supports communication between the person 'harmed' and the person who 'caused the harm'. This enables everyone to have a voice and an opportunity to express what happened and how they are feeling. Rather than the focus being on the action, it is focused on the harm caused and how this can be readdressed so everyone can move forward. It helps to promote fairness, responsibility, justice and build / repair relationships. This also links to our TIS approach.

How we deal with incidents:

1. Stop the incident
2. Listen to and validate everyone's feelings
3. Calm and soothe
4. Resolve and repair relationships using restorative conversation

Exceptional Circumstances

In exceptional circumstances actions taken might differ. It depends on the context and child. It is about staff making a professional judgement and a logical response, based on the child and situation. We make reasonable adjustments and offer additional support for those who need it, in order to demonstrate equity and inclusion. We recognise that some children with additional special educational needs or a child who has experienced a form of trauma may need to have individualised behaviour plans. These may be short term or longer term depending on circumstances. They may form part of a child's EHCP. As far as reasonably possible, the school anticipates likely triggers of misbehaviour and puts in place support to prevent these.

Extreme behaviour

The following incidents are considered severe and may result in a sanction:

- Bullying
- Physical abuse of a member of staff
- Physical abuse of a child
- Racial abuse
- Possession of harmful drugs
- Deliberately breaking or damaging school property
- Bringing in dangerous items into school e.g. matches/knife
- Swearing at a member of staff or child
- Stealing
- Doing something that constitutes danger to another child
- Telling lies to get others into trouble

Suspensions and Exclusions

Crofty Education Trust and all Crofty schools adopt, in its entirety, the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England, August 2024*', which is available [here](#).

In extreme cases, Weeth School may use suspensions or permanent exclusion.

Only the headteacher of the school can suspend or permanently exclude a pupil on disciplinary grounds.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion :

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Deliberate damage to school property and/or premises.

Suspensions: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the child and parents will be invited to a reintegration meeting.

Permanent Exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

Prior to Exclusion: Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;
- allow the pupil to give their version of events;
- consider whether the pupil has any relevant special educational needs;
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child);
- consider whether all alternative solutions have been explored.

Children with additional needs: For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and needs together with any adjustments or adaptations that have been made by the school.

Notifying Parents and other Parties of a Suspension or Exclusion: Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Trust Board will also be informed.

Exclusion Panels

A Committee of the Trust Board must meet and review the following exclusions:

- Permanent exclusion.
- Where a pupil will miss a public exam or national curriculum test because of the suspension.
- Suspension that will take a pupils total days of suspension above 15 days in one term.

The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay.

Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the suspension is between 5.5-15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days. The outcome of the review meeting will be provided in writing, without delay.

Independent Review Panels

In the case of a permanent exclusion, where the Trust Board Committee decided not to reinstate the pupil, parents have the right to request an independent review panel (IRP). Details of how to request an IRP will be included in the review meeting outcome letter. Applications for an IRP must be made within 15 school days of receiving the outcome letter. Or, within 15 school days of the final determination of a claim of discrimination under The Equality Act 2010 regarding the permanent exclusion. Applications made outside this timeframe will be rejected.

Positive Transferred Inclusion

All the schools within Crofty Education Trust are committed to reducing exclusions from school wherever possible. In order to support this the schools, work together to facilitate positive transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents.

Part-Time Timetables

In line with DfE guidance and Crofty Education Trust policy, part-time timetables are only used in exceptional circumstances and never as a response to behaviour.

Where a temporary, part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. All part-time timetables must be recorded using the Crofty PTT proforma and monitored in line with Trust procedures.

Off Rolling

The definition of 'Off-rolling' is the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house, or a parent decides (without coercion from the school) to home educate their child. If the school removes a pupil from roll due to a formal permanent exclusion and follows the proper processes, this is not 'off-rolling'. We follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned.

Mobile Phones

We recognise that, in preparation for the transition to secondary school, some parents may wish their older primary-aged child to bring a mobile phone to school so they can be contacted at the end of the day, particularly if the child is beginning to walk home independently. In line with the Department for Education's Mobile Phones in Schools guidance (February 2024), children may only bring a mobile phone to school in circumstances agreed in advance with the class teacher. Phones must be handed in at the start of the school day and returned as the child leaves. Mobile phones must not be used during the school day under any circumstances. The headteacher holds the final decision as to whether a child is permitted to bring a phone to school. The school accepts no responsibility for loss or damage.

Banned Items and Searches

In line with DfE guidance (July 2022), and Crofty Education Trust policies, the following items are banned from all school premises. These items must not be brought into school under any circumstances:

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas).

- Fireworks or explosives.
- Alcohol.
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication.
- Tobacco, vapes, e-cigarettes, and related paraphernalia.
- Stolen items.
- Pornographic or offensive material (digital or printed).
- Any item brought in with the intention to intimidate, threaten, or cause harm.
- Laser pens or high-powered torches.
- Energy drinks or other banned consumables.
- Mobile phones (unless agreed in advance and handed in on arrival).
- **Any item which the headteacher deems to be inappropriate or unsafe.**

As set out in the DfE guidance (July 2022), the headteacher and authorised staff can search a child and/or their bag if they believe they may have brought a banned item into school. Searches will be completed respectfully, away from other children, and in the presence of another adult. This would only happen if absolutely necessary to keep everyone safe. If a banned item is found, it will be confiscated, the child's parents informed and next steps taken in line with the school's behaviour and safeguarding policies. In some cases, such as drugs and/or weapons being found, the school may also need to contact MARU and/or the Police.

The headteacher reserves the right to add to this list as required in the interests of safeguarding, safety, or wellbeing. The school will inform parents at the earliest possibility of any changes to banned items. Items found in breach of this list may be confiscated, and further action taken in line with the school's behaviour policy.

Safe Touch and Physical Intervention (Use of reasonable force)

Members of staff may need to use safe touch or physical intervention to keep children safe and supported in line with the Trust's Safe Touch policy. This includes situations where a child is at risk of harming themselves or others, damaging property, or, in extreme cases, committing an offence. Any use of physical intervention will always be a last resort, used only when all other strategies have been exhausted and it is necessary to protect the child or those around them.

The school and Trust take an evidence-informed and developmentally appropriate approach to safe touch. Where appropriate, and always in the presence of other staff, staff may use safe touch as part of a developmentally informed response to:

- Calm and soothe a child in distress
- Keep a child or others safe from harm
- Affirm, connect with, or gently encourage a child

This is always in line with the Trust's Safe Touch Policy and is never used as a means of control, compliance, or reassurance for staff.

Positive handling, including Team Teach techniques, must always involve the minimum necessary force for the shortest time, while maintaining dignity for all involved. Positive handling, physical techniques are not risk free. There is a possibility that accidental bruising, scratch marks, and other injuries can occur from the use of a physical technique. If staff are aware, any injury will be recorded when reporting the use of restrictive practices. All incidents must be recorded in the school's logbook and on CPOMS, with parents/carers informed within 24 hours, and signed off by the headteacher.

We understand that some children may need to regulate away from others in a calm, supervised space. Where this is necessary, a member of staff will remain with the child. In very exceptional circumstances, a child may be prevented from leaving the space for their own immediate safety or that of others. This is only ever a short-term measure and is always done in line with DfE guidance (*Behaviour in Schools*, February 2024).

All staff will have due regard for the additional vulnerability of pupils with SEND. Physical intervention will never be used in place of support, and staff will not assume that an approach suitable for one child is appropriate for another.

Child-on-child sexual violence and sexual harassment

At Weeth School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. By not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as “banter”, “just having a laugh” or “part of growing up”.

We recognise that addressing sexual violence and sexual harassment (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Headteachers and DSLs will proactively check CPOMs for patterns of behaviour, addressing it quickly and where appropriate, put in place additional pastoral, RSE, and/or PSHE sessions.

As such, any sexual violence and sexual harassment will be sanctioned in line with this policy and under guidance from the current version of KCSiE and the school's Safeguarding policy.

Special Educational Needs and Disabilities (SEND)

Weeth school consistently promote behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom.

Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child's SEND when reviewing their provision related to supporting behaviour or when reflecting on an incident where their behaviour has been a factor. However, not every incident is directly related to a child's SEND, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for children. For parents of children with SEND this is particularly important. Where a child may have a Communication and Interaction, or Social, Emotional and Mental Health need, it is essential that parents and the school work together to ensure a consistent approach, including the language or symbols used. As applicable, an external professional may be engaged to support the work in school and at home. Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan.

Communication and Role of Parents and Carers

We recognise the vital role that parents play in the education of their child and will work positively with them to secure the best outcomes. The behaviour policy is available to parents on the school website and will be discussed as part of the child's induction to the school. In addition, parents will receive reminders throughout the year of the school expectations, including how parents can support their child to succeed. Support is available to parents who may need help in ways in which they can support their child's behaviour. Signposting or referral to services such as 'The Early Help Hub' can be made through the head or SENDCo. The school prides itself on the good relationship it has with parents and parents conduct themselves appropriately on site. Parents and staff are important role models for the children. The Crofty Education Trust has a code of conduct for parents and if this is not followed further actions may be taken. If parents/carers are seen to be abusive, the Head will seek to ban that person in line with the Cornwall Education Local Authority and Devon and Cornwall Constabulary policy of 'Nuisance and Disturbance on Educational Premises'.

Training and Working with Outside Agencies

All staff and volunteers are provided with training as part of their induction to the school and organisation, this includes the school behaviour policy and associated policies alongside the staff code of conduct and safeguarding training. At the start of each year, and whenever the policy is reviewed staff receive an update of agreed approaches.

We liaise with a variety of work colleagues within Crofty Education Trust and external agencies such as Early help, family support services, school nurses, educational psychologists, behaviour support services, charities such as Penhaligon's Trust and SALT's for advice and training.

Reporting, Recording, and Monitoring Behaviour Incidents

Weeth school has robust procedures for reporting and recording behaviour incidents which includes the use of CPOMs.

We analyse incidents to identify trends and reflect on the effectiveness of our policy and approaches. The analysis also identifies where children may require support.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of discrimination on any grounds including racial and those pupils with SEN (Equality Act 2010). The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDICES

How we deal with incidents:

1. Stop the incident
2. Listen to and validate everyone's feelings
3. Calm and soothe

If everyone is calm:

4. Discuss what happened
 5. Discuss who has been affected and how people feel
 6. Discuss how we can make it better and what will happen next
 7. Discuss what we can learn from this experience and how we can prevent it happening again.
- If not calm, come back to do 4-7 when they are.

1. Give a reminder-quietly remind what we should be doing, walk away
2. I need to give you a warning, think carefully about your next steps, walk away
3. Last chance-use 30 second script- if this is used keep them behind for a couple of minutes
4. Timeout-A few minutes away from desk, outside class to reset
5. Repair-discussion

30 second script for supporting a child who is not doing as they should:

- I notice you are...(not settled/running round/struggling to get started)
- You are not being....(ready, respectful, safe, kind,) and that is one of our values
- I need you to...(start your work/go to your den/go to your seat/go to the adventure play area)
- Do you remember earlier/yesterday/last week when you (did that brilliant writing, got a certificate, complete all your work brilliantly)
- That's who I need to see today/this afternoon/in maths
- Thank-you for listening, when you are ready for some help, pop your hand up and walk away. (leave for 5 mins) (when they put their hand up, drop everything and go straight to them and say well done for putting your hand up.

After 5 minutes:

- Its ok to feel ... it is not ok to disrupt your friends learning
- I can see you are not ready to learn yet, I am going to help someone who is

AVOID POWER PLAY

- I understand that you might be...(angry/upset/bored)
- I need you to (come with me so we can resolve this properly)
- Maybe you are right (that is something I can look into)
- Be that as it may I need you to...(join in/complete the work)
- I have often thought the same (but we need to focus on)
- I hear you (its not easy but I know you can do it brilliantly)

If really overwhelmed:

Stand/sit near by and simply say, I am here, ready to listen, whenever you're ready.

Then after a couple minutes start talking about something, don't worry if they don't respond, keep back and chat from a distance, sit on the floor.

Useful scripts/sentence stems:

- You need to... I need to see you... I expect... I know you will.. We will...
- You need to understand every choice has its consequences. If you choose to do the work that will be fantastic and you will... If you choose not to do the work this will happen I'll leave you to make the decision.
- Do you remember yesterday when you...That is the Joe I need to see today, that is the Joe you can be all the time.
- I don't like your behaviour. Your behaviour is disruptive, damaging, and dangerous. I don't like your behaviour but I believe you can be a success.
- What do you think you can do to avoid this happening in the next lesson?
- Joe, this is not like you.....

<u>Weeth School Positive Behaviour Plan</u>			
<u>Date:</u>			
Name:		has a positive behaviour support plan to:	
Parent / Carer notified ?			
Signed:	Class Teacher	Signed:	Head teacher
Signed:	Pupil	Signed:	Parent / Carer

	1 st session	2 nd session	Break	3 rd session	4 th session	Lunch	5 th session	6 th session	7 th session
Mon									
Tues									
Wed									
Thurs									
Fri									
End of week review:									
Signed: SLT staff									

	1 st session	2 nd session	Break	3 rd session	4 th session	Lunch	5 th session	6 th session	7 th session
Mon									
Tues									
Wed									
Thurs									
Fri									
End of week review:									
Signed: SLT staff									



RESET FORM

A chance to think, reflect and calm down. It's important to stop and think about your actions.

NAME: _____ CLASS: _____ DATE: _____ TIME: _____

WHAT HAPPENED? WHAT WAS GOING ON AROUND YOU?

HOW WERE YOU FEELING?



Angry



Sad



Frustrated



Scared



Unwell



Hungry



Excited



Embarrassed



Tired



Other

WHAT WILL YOU DO NEXT TIME?



Follow instructions



Use nice hands



CALM
Calm time



Ask for help



Clean up



Listen

Other: _____



RESET FORM

A chance to think, reflect and calm down. It's important to stop and think about your actions.

NAME: _____ CLASS: _____ DATE: _____ TIME: _____

HOW WERE YOU FEELING?



Angry



Sad



Frustrated



Scared



Unwell



Hungry



Excited



Embarrassed



Tired



Other

WHAT HAPPENED?



Hurt someone



Run away/
leave



Refused to work



Shouting/calling out



Said something unkind



Didn't listen



Damage something

OTHER: _____

WHAT WILL YOU DO NEXT TIME?



Follow instructions



Use nice hands



CALM
Calm time



Ask for help



Clean up



Listen

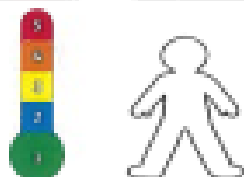


Red Card Reflection Sheet

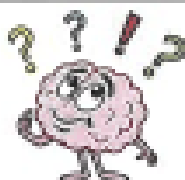
Name _____ Class _____ Date _____



What was going on around me?



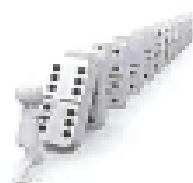
How was I feeling emotionally and in my body?



What was I thinking?



What did I do?



What happened ?



If I could go back in time, what would I do differently?



What can I do to put it right?