



Behaviour & Relationships Policy

July 2023	1.0	Change of name to behaviour & relationships policy. New policy developed. Guidance gathered from DfE, staff, parents and pupils.	C. Meekley
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Cheadle Heath Primary School

Rationale

Cheadle Heath Primary School is an inclusive school that meets the needs of a wide range of pupils. We are committed to ensuring equality of education and opportunity for all irrespective of race, gender, sexual orientation, ability, religion, socio-economic factors and disability.

Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. We believe pupils learn best when they feel happy and safe and, through the implementation of this policy, we maintain a safe and caring environment in which the pupils can thrive. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour in a solution focused response. This policy is based on a positive, restorative approach towards managing behaviour.

In order for the behaviour policy to be effective clear, links with other school policies, such as Safeguarding and Child Protection, Anti-Bullying, Care and Control, Health and Safety, Acceptable Use and SEND policies have been established.

Aims

Everyone at Cheadle Heath Primary School believes in the potential of all our pupils. The aim of the policy is to ensure that the school provides a safe, supportive and inclusive environment for all pupils in which they all have the opportunity to achieve the highest standards. Provide every pupil with the knowledge, behaviour for learning skills, self-belief and motivation to be successful learners; 'The Cheadle Heath Way.' The policy sets out measures, which, in accordance with the 2010 Equalities Act and Section 89 of the Education and Inspections Act 2006, and relevant statutory guidance, aim to:

- Ensure that the core values – Aspire Believe Achieve – are embedded and followed within school.
- Provide a safe, happy, friendly and respectful environment where learning is enjoyable.
- Create a consistent and fair system in place where pupils feel they are valued and listened to
- Promote positive relationships within the school community, where a sense of shared responsibility for behaviour is taken.
- Support pupils to become well rounded, self- disciplined, respectful and caring within a culture of acceptance and tolerance for all members of the community.

School Ethos

Positive behaviour is consistently reinforced throughout school, across the school day. Each class follows the whole school behaviour expectations and have a behaviour ladder on display in the classroom (appendix A). The school uses a restorative approach, linking with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. They are given consistent positive encouragement and recognition when they demonstrate positive behaviour and are supported to make the right choice and learn how to problem solve. Our School Rules are taught and embedded from EYFS to Year 6 which creates a transparent, whole school consistency which everyone strives to work towards.

Core Values

Underpinning all that we do are the Core Values of Aspire Believe Achieve. These are drivers for behaviour in school and pupils are encouraged to demonstrate these values throughout the school day. Dojo points are given to those who exemplify these values.

Code of Conduct - School Rules (Ready, Responsible, Respectful)

School rules are kept to a minimum and have been developed to be meaningful to pupils. These have been agreed by the pupils, staff and Governors as a whole school, consistent approach and clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the pupils to be positive in all they do to create a supportive environment to work in.

- **Be Ready**

Ready to learn, ready to listen, ready to participate, ready to embrace opportunity.

- **Be Responsible**

Responsible for behaviour, for appearance, for learning and ensuring everyone is safe in the learning environment, safe with the people around them and safe in the activities in which they are taking part.

- **Be Respectful**

Respect for themselves. Showing respect to their peers, to adults, to the environment to our community.

Ready	Responsible	Respectful
<ul style="list-style-type: none"> • School uniform • Full equipment • Listening • Be on time 	<ul style="list-style-type: none"> • Listen to others and expect to be listened to • Look after the building, displays and equipment • Represent CHPS at its best both in and out of school • Be ambassadors 	<ul style="list-style-type: none"> • Appropriate language and tone • No physical contact • Stay safe online both in and out of school • Report any problems to an adult

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Responsible, Respectful.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules / values every time. This is a core consistency for all adults working at our school.

In addition, each class will work together to create their own class agreements at the start of the year which support the school rules and Cheadle Heath Primary's core values.

Recognising Positive Behaviour

All pupils should be encouraged to do their best and their success recognised. Clear and concise expectations of behaviour (Ready, Responsible, Respectful) will be described, modelled and encouraged through assemblies, playtimes, lunchtimes and in class time to ensure that all pupils understand what is acceptable and safe.

In addition to verbal praise and showcasing pupils' work, the following whole school incentives and rewards may be used to recognise and celebrate good behaviour, good work, helpfulness to others: Verbal / Written praise; Class / table / individual dojos; Positive phone call / text / email home; Notes home; Share work with other teachers / classes; SLT praise; Headteacher stickers; Aspire Believe Achieve certificate; Class Celebration / Prize Box; Raffle tickets for the Golden Table at lunchtime.

Pupil Responsibilities

Pupils who maintain high levels of positive behaviours are recognised and celebrated. We do this by entrusting them with responsibilities within school including Play Leaders, Student Council Leaders, Office Juniors, Sports Captains, Digital Leaders, Librarians, Mental Health Ambassadors etc. Pupils wishing to be considered for the role apply in writing to the lead member of staff, explaining why they feel they are eligible for the role.

Roles & Responsibilities:

Everyone in our school community has a role to play in fostering positive behaviour. This means that:

The Governing Board will:

- ensure that the behaviour policy is effectively followed
- ensure that the policy is communicated clearly to the staff, pupils, parents and carers
- support the school in maintaining high standards of behaviour
- ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010 and the Race Relations Act 2000.

The Headteacher will:

- ensure that effective measures are taken to support the principles laid out by the Governing Board
- determine an acceptable standard of behaviour of pupils.
- ensure the implementation and consistency of the policy and procedures
- ensure the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour, is appropriate
- ensure that when dealing with behaviour issues, staff are mindful that behaviour issues presented by a pupil could be as a result of a safeguarding concern. In such cases, consideration would be given when deciding on an outcome or sanction for the behaviour displayed.

Staff will:

- consistently apply Relentless Routines when children enter and leave the classroom
- develop positive home and school links, valuing parents and carers as partners in learning
- deliver effective teaching and learning
- seek to meet the individual needs of the pupils
- Support pupils when dealing with their emotions and feelings using a restorative approach and elements of PSHE
- Make sure pupils are listened to and feel valued
- Be a positive role model
- Reward and praise positive behaviour
- Offer pupils choices and the chance to make the right decision
- Work in partnership with the SENDCo and wellbeing team to ensure all IBPs and IEPs are followed, behaviour dealt with and paperwork completed
- Follow the behaviour policy consistently

Parents and carers will:

- take responsibility for the behaviour of their children both inside and outside school.
- foster positive relationships with school in order to maximise support for their child
- be encouraged to work in partnership with the school in maintaining high standards of behaviour, and raise any issues with the school arising from the operation of the policy.
- feel confident that their pupils are working in a safe, positive, secure and happy environment
- feel welcome in school to discuss their child's progress in a positive atmosphere

Each pupil has a responsibility to follow the Cheadle Heath Code of Conduct and is expected to:

- follow the school rules
- learn to be considerate and caring towards others and be aware of the needs of others
- empathise with the feelings of others
- are able to learn to the best of their ability
- Be willing to be reflective to change behaviours
- Respect other people, their views and feelings.
- Be responsible for own actions and their impact on others.

All pupils must follow the Relentless Routines for entering and leaving classrooms:

- Pupils enter the classroom as they are greeted by the teacher, in line with the Ready to Learn and Ready to Leave Routine.
- KS1 & 2 pupils should complete the 'Do Now' activity as soon as they are Ready to Learn, while the teacher takes the register.
- At the end of the session, pupils should stand behind their chairs in silence and wait for the instruction to be dismissed.

Walking around the school and to/from lessons:

- Follow instructions from any staff member first time
- Never run on the corridors
- Walk on the left-hand side
- Keep quiet on corridors, being mindful not to shout or disrupt the learning of others
- Keep the school and the outdoor environment clean and tidy and not leave rubbish behind

Staged Behaviour Structure

We have clear procedures in place which help teachers to manage behaviour consistently in their classrooms whilst building positive relationships with pupils. The behaviour system allows for a proportionate escalation of consequence with opportunities for pupils to make positive choices. There are four stages in the process, starting with classroom teacher input before escalating to Phase Leader involvement and finally SLT involvement. The behaviour structure involves parents early on, builds in levels of support through the stages, and allows pupils to discuss their behaviour and make the right choices. The system is reviewed regularly in consultation with staff and pupils to ensure maximum effectiveness. It is communicated to pupils and parents and we ensure there is opportunity for staff and pupils to contribute to ensuring effective procedures. It is expected that all staff follow procedures fairly and consistently and seek support from others when necessary

Consequences

The Headteacher, Senior Leadership Team and all staff are responsible for the implementation and day-to-day management of behaviour policy and procedures.

There are consequences in place for pupils who do not comply with the school's Code of Conduct. These are implemented consistently and are proportionate and fair. Clear explanations for the consequence are always given, together with guidance on how to avoid future consequences. **During lessons pupils are given a chance and choice before being issued with a consequence.** Responses to behaviour may vary according to the age of the pupil and any other special circumstances that may affect the pupil, including SEND or a safeguarding concern. At Cheadle Heath Primary School we take community behaviour seriously and expect our pupils to respect the community in the same way they would school or home.

When behaviour problems occur, we always listen and endeavour to establish the facts. Staff use restorative approaches to encourage everyone to take responsibility for their behaviours. They have been trained in restorative approaches and apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low-level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests. **Only when the facts are ascertained are sanctions applied firmly, fairly, proportionately and in a timely manner.**

Reporting of incidents within school

All staff are expected to follow this policy. They are responsible for communicating these behaviours with parents and carers. Staff have the responsibility to challenge and report negative, unwanted behaviour incidents via the online reporting system, CPOMS. Every staff member has a log in and is expected to report incidents as soon as possible so that they can be dealt with in an appropriate manner. The reporting of a 'red' incident will involve a member of SLT and/ or the Head Teacher dealing with the incident.

Staff are expected to report on the context/trigger leading up to the incident, the incident - fact based, not opinion - and the consequence of the pupil action i.e. consequence given. To respond in a conflict situation the Restorative questions will form the basis of the investigation.

We have a culture that does not tolerate any prejudice or discrimination. If there are any incidents of offensive language, physically hurting another pupil or disrespectful behaviour, this will result in a reflection time being completed by one of our Senior Leaders. These will be recorded and parents/carers informed.

Incidents of racist, homophobic and hate crimes are also reported to the Local Authority. Incidents of bullying are also reported to SLT and the Governors via the termly Headteacher's Report. Any incidents of online/ cyber bullying (see E-Safety policy) also follows the behaviour policy in the manner in which they are dealt with.

Communication with Parents / Carers

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. All parents are invited to sign up to Class Dojo where direct notifications are sent when a pupil receives a dojo. Pupils are only awarded a dojo point for either demonstrating the Core Values or following the Code of Conduct.

Staff will work together to support and encourage parents to share the same aims of the school in promoting positive behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment. The SENDCO will work in an open and honest way with parents in order to achieve the aims of this policy.

Lunchtime & Playtime behaviour

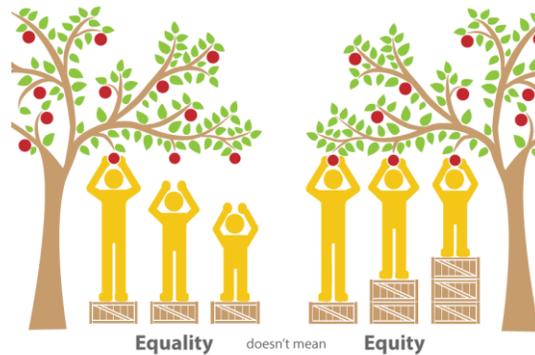
We expect behaviour at lunchtimes to match behaviour in classroom situations. Swearing or being aggressive to another pupil is not acceptable. If these situations occur, the pupil will be sent to a member of SLT for reflection time. In order for restorative practice, they will discuss the incident with the member of staff and complete a reflection sheet under the direct supervision of SLT member.

Confiscation of inappropriate items

What the law allows: Section 91 Education and Inspections Act 2006 gives schools power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defence to any complaint provided they act within their legal powers.

Equality & Equity

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



- As much as all classrooms embody the nurturing ethos, some pupils who need extra support may access Oasis provision. This may be on an ad-hoc basis following an unforeseen circumstance such as a bereavement, traffic accident, family breakdown that has affected a pupil's wellbeing.
- Other pupils who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term timetable of time in Oasis before being integrated back into their class.
- A pupil may be identified by a class teacher as needing extra emotional support and an ELSA form will be completed for that pupil. This may result in a pupil receiving extra support from Ellie reading dog, play therapy and/or counselling.
- Pupils who need extra support will have an identified plan. These plans will be written and reviewed by the pupil's class teacher. They will be reviewed at the end of each half term with the pupil, the pupil's parents and SENDCO but can be adapted any time.

Risk assessments for challenging behaviours

The school will undertake risk assessments for pupils with challenging behaviour, in order to minimise risk, protect pupils and staff, and to exercise the school's duty of care. This will involve assessing the context and probability of risks, and the seriousness of any likely outcomes for pupils and staff. If further action or strategies are identified in the risk assessment process, the school will take action to implement these in order to safeguard pupils and other members of the school community. The Local Authority has issued guidance to Headteachers to assist in this process.

Care & Control

There are occasions when the restraint of pupils is necessary. Teachers, and other persons who are authorised by the head teacher to have control or charge of pupils, may use reasonable force to prevent pupils from:

- injuring themselves or others
- causing damage to property, including their own property
- engaging in any behaviour which has a negative impact on maintaining good behaviour and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.

School staff are authorised to use reasonable force to control or restrain pupils should the need occur. The school adheres to guidance given in Stockport Local Authority's Care and Control policy on the care and control of pupils. This policy is available on request.

Internal Suspension

Repeated poor behaviour may result in a pupil being withdrawn from class for part / whole day. Provision will be made for the pupil to work on his/her own in another part of the school, supervised by a member of staff. **Arrangements will be made for the pupil to have breaks and lunchtime on their own in order to reinforce this consequence.**

Exclusions from school

A decision to exclude a pupil from school will be taken:

- In response to serious breaches of the school's Behaviour & Relationships Policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school
- Refer to Exclusion Policy

Copies of the Behaviour & Relationships Policy are available from the school office and on the school website.

Cheadle Heath Primary School

APPENDICES

- Code of Conduct
- Behaviour Ladder
- Behaviour Blueprint
- Behaviour Support Process
- Process of Restorative Approach
- Suspension



CHEADLE HEATH
PRIMARY SCHOOL

Code of Conduct

Be ready...

- To learn
- To listen
- To embrace opportunities
- To be the best you can be

Be responsible...

- For your behaviour
- For your learning
- For your appearance
- For ensuring everyone is safe around you

Be respectful...

- To yourself
- To others
- To your environment
- To our community

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Behaviour Ladder

GO GREEN!

YOU ARE MAKING THE RIGHT CHOICE, KEEP IT UP!

VERBAL WARNING(s)

Chance, Choice, Consequence

GOOD NEIGHBOUR TIME OUT

Chance, Choice, Consequence

SENIOR LEADERSHIP TEAM INTERVENTION

Chance, Choice, Consequence

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Behaviour Blueprint

Adult Behaviour

Evident in all we do

- Respectful
- Connect and listen
- Regulated and calm

Recognition

Consistent recognition systems from all staff

- Verbal / Written praise
- Class / table / individual dojos
- Positive phone call / text / email home
- Notes home via dojo
- Share work with other teachers / classes
- SLT praise
- Headteacher stickers
- Aspire, Believe, Achieve certificate
- Class Celebration / Prize Box
- Raffle tickets for the Golden Table

Adult Consistencies

Visible consistencies for all to see and hear

- Ready to Learn, Ready to Leave
 - Meet and Greet, End and Send
- Relational consistency
 - catch pupils doing the right thing
 - Picking up on those who are not meeting expectations
- Always positive, consistent language

Taught Routines

Key parts of consistency across the classroom

- Entering and leaving the classroom
- Getting the class select and ready for instructions
- Setting the class to work
- Transitions around school
- Tidying up after class and lunch

Scripts and Prompts

All delivered to be simple, clear and precise

- 30 second script
- “Do you remember when...”
“Thank you for listening”
- **Starters and Finishers...**
I need to see you...; You should be...; ...;
I expect...; Thank you for...
- **Take up time...**
By the time ... I expect...
- **Chance, Choice, Consequence...**
I need you to ... This is a chance to show me you are ready to learn...I have given you the chance to ... You can ... or you can ... Your choice. Unfortunately, you have not made the right choice so I need you to...

Restorative Questions

- What happened?
- What were you thinking when it happened?
- What were you feeling when it happened?
- Who has been affected?
- What do you need to feel better?
- What should we do to put things right?
- How can we do things differently in the future?

BE READY – BE RESPONSIBLE – BE RESPECTFUL

will be embedded in every conversation though our school

Behaviour Support Process

	Description	Consequence	Additional	Failure to follow consequence
Reminder	Low level disruption in class/corridors: <ul style="list-style-type: none"> • Calling out • Disrespectful to staff • Lack of focus / Not following instructions • Off task • Other 	Reminder - This is the teacher's way of letting the pupil know that their behaviour is not acceptable		Move to warning
Warning	<ul style="list-style-type: none"> • Repeated low level disruption in class/corridors. • Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions 	Warning - This is the second opportunity for the pupil to modify behaviour before a consequence is introduced	Chance, Choice, Consequence	Move to Stage 1
Stage 1	Repeated Disruptive Behaviour: <ul style="list-style-type: none"> • Calling out / continual talking • Disrespectful to staff • Lack of focus • Not following instructions • Off task - disruption to learning • Out of class behaviour 	Time out in class	Chance, Choice, Consequence	Move to Stage 2
Stage 2 (all staff)	<ul style="list-style-type: none"> • Continued disruptive behaviour • Refusal to come in from break / lunchtime. • Leaving the classroom 	The pupil will be removed to work in another room i.e. Phase Leader as a 'Good Neighbour' Red dojo given Move to Red Ladder	Log on CPOMS - Using Stage 2 Phase leaders track the number of 'Good Neighbour' a pupil has each half term. On the second 'Good Neighbour', parents/carers will be contacted.	Move to Stage 3
Stage 3 (SLT)	<ul style="list-style-type: none"> • Continuing to disrupt once removed from the classroom. 	The pupil will be sent to DHT	Log on CPOMS - Using Stage 3 DHT decide consequence: Time out in isolation for AM/PM; lunchtime detention; phone call home; meeting parents; behaviour chart	
Stage 4 (SLT)	Refusal to leave classroom Refusal to go to DHT	SLT callout will be made	Log on CPOMS - Using Stage 4 Phone call home	Move to serious breach
Serious Breach	<ul style="list-style-type: none"> • Swearing at a member of staff • Threatened / actual physical violence • Serious behaviour incident • Leaving the school grounds • Previously escalated repeated disruptive behaviour • Fighting or inciting a fight / violence • Aggressive confrontation with a member of staff • Deliberate violence towards a pupil in the classroom, racist incidents, hate crimes, upturning furniture, damaging property • Extreme incidents of disruption • Running around school 	All suspension are reported to the LA and the Governing Board. Head/Deputy Head Intervention	Log on CPOMS as a serious breach Phone call home HT/DHT decide consequence: <ul style="list-style-type: none"> - Lunchtime detention - Meeting with parents/ carers - Lunchtime suspension - Internal suspension - Fixed term suspension - Behaviour chart will be created - Pupil added to behaviour intervention 	Suspension Permanent Exclusion

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Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation.

Questions will be first asked to the person who has been harmed and then to the harmer. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get pupils to and see their behaviour from a different perspective.

Script	
1	What happened?
2	What were you thinking when it happened? What were you feeling when it happened?
3	Who has been affected?
4	What do you need to feel better?
5	What should we do to put things right?
6	How can we do things differently in the future?

EYFS Modification	
1	What happened? <i>or use the second prompt</i>
2	I felt sad when I saw ...
3	How are you feeling?
4	What could you have done instead?
5	What could you do to make it better?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a pupil has been harmed. The parent of the harmer may also be informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

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Suspension

Internal Suspension is a serious sanction and is a preventative and alternative measure to fixed term suspension from school. Internal Suspension means that a pupil is withdrawn from the school community for a set period of time during the school day. Pupils in Internal Suspension complete age appropriate work set by their class teacher. The decision to withdraw a pupil from their school routine will be made reasonably and proportionately in all cases. Pupils will not be internally suspended for longer than is necessary. Failure to cooperate whilst internally suspended may result in an extended period of time in Internal Suspension or a Fixed Term Suspension from school.

Pupils will be supervised and will eat and drink during lunchtime and visit the toilet when necessary. At all times pupils will be treated with respect and dignity.

Restorative work will be completed with pupils in Internal Suspension and follow up support work put in place to help prevent recurrence. All behaviours are dealt with on a case-by-case basis and therefore sanctions may vary according to circumstances and severity.

Exclusion The decision to exclude a pupil from school, whether temporarily or permanently, is never taken lightly, and other alternatives are always considered.

Fixed Term Suspension

Pupils who blatantly defy the school's Code of Conduct may be temporarily excluded from school, if internal suspension does not suffice. Although these examples are not exhaustive, fixed term exclusion would most likely be the case for incidents such as:

- persistent disruptive behaviour
- refusal to cooperate
- dangerous behaviour
- verbal abuse towards staff
- threatening behaviour
- assault on a pupil
- intentional damage to school property
- threatening or aggressive behaviour in the community
- failure to successfully complete an internal suspension sanction
- bringing prohibited items into school

See Exclusion Policy