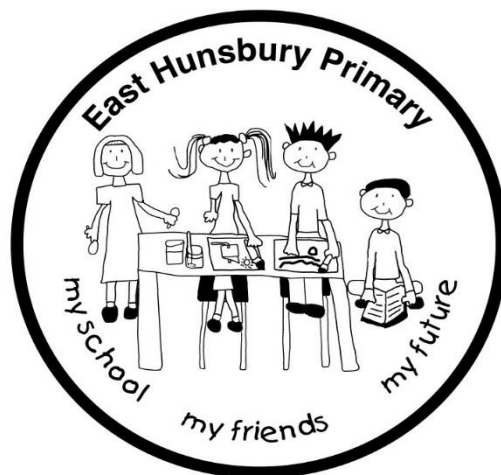


# East Hunsbury Primary School



## **RELATIONSHIPS & BEHAVIOUR POLICY**

Review Frequency: Annually  
Reviewed: January 2025  
Review Due: January 2026



## Introduction:



***“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.”***

Pam Leo

## Our School Mission:

We believe...

- Our school should be a stimulating and welcoming community in which all children and adults feel valued, safe, able to contribute and where relationships are based on mutual respect.
- We believe our school community should Be Kind, Work Hard and Believe in themselves and on another.
- That children should be taught our valued behaviours through a rich and tailored curriculum.
- Children should be active participants in the learning process and be provided with experiences that maximise their involvement, autonomy and independence.
- We should be an inclusive community where pupils are offered opportunities to grow together, learn together, laugh together and celebrate together.
- We should equip our children with the skills they need to be happy and successful in life, nurturing in them a true and lifelong love of learning.
- We are responsible for the development of the whole child. We recognise differing needs and endeavour to meet these needs, maximising the opportunities for children to explore their physical, social, emotional and intellectual potential.
- We should be an inclusive community that respects and celebrates diversity.
- That poor behaviour should not prevent the learning of others.

## The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the values of the school and our expected behaviours.

- To create a positive and orderly atmosphere which supports learning and teaching and all pupils can reach their full potential.
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities.
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards and consequences.
- To ensure that staff, children, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour.

## **Rationale:**

Every school must have a current and effective Relationships and Behaviour Policy designed to raise standards of behaviour and conduct across the school community and to help keep everyone safe. The policy will define how the school manages and promotes good behaviour and relationships from: children, parents/carers and staff. Its success lies in the ability for adults to deliver the policy and practice that is simple, highly effective and consistent.

The policy is continually reviewed and designed to enhance the development of emotional wellbeing and positive relationships between children, adults, parents/carers and other members of the wider school community. When deemed necessary the policy may be updated and it should take into consideration the practices as advised in the DfE document: ***Advice for headteachers and school staff***:

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

It reflects current practice within the school and is used to ensure that behaviour and conduct is promoted and managed in a fair and consistent way across the school community.

## **Aims and expectations:**

The Behaviour Policy outlines the school's underlying philosophy and management of behaviour and conduct. It is strongly influenced by Paul Dix (Pivotal Education) writer of: When Adults Change Everything Changes. Our policy is built on the Five Pillars of effective behaviour management.

- 1. Consistent, calm adult behaviour**
- 2. First Attention to best conduct**
- 3. Relentless routines**
- 4. Scripting difficult interventions**
- 5. Restorative follow up**

Our policy and practices seek to ensure our pupils are:

- **Ready**
- **Respectful**
- **Safe.**

And uphold our values of:

- **Be Kind**

- **Work Hard**
- **Believe**

## **Definitions:**

Our definitions are influenced by the Therapeutic Thinking approach (*an approach to behaviour that prioritises the helpful feelings of everyone within the dynamic*) they offer the following definitions:

- Behaviours as valued, detrimental, difficult and dangerous.
- Feelings as helpful and unhelpful.
- Experiences as positive and negative.

## **Valued Behaviours:**

- Creates helpful feelings in self and others.
- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society

## **Detrimental Behaviours:**

- Creates unhelpful feelings in self and others.
- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

## **Difficult behaviour**

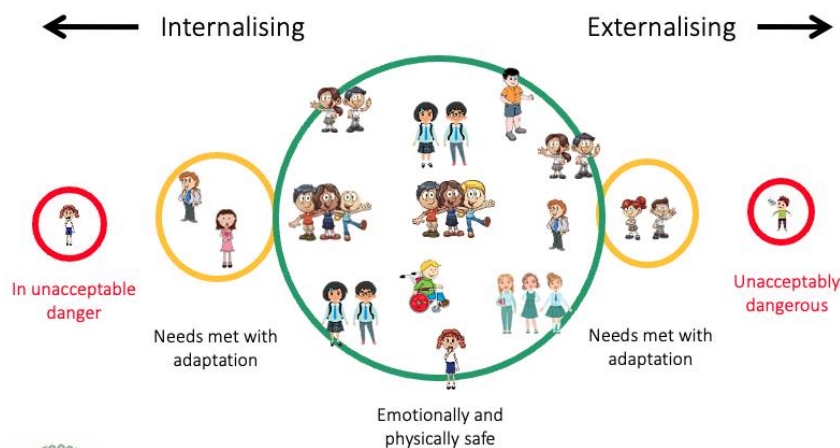
- Behaviour that is detrimental, but not dangerous.

## **Dangerous behaviour**

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

## **Inclusion Circles**

Our policy also considers the inclusion circles and how some children who may display internalising or externalising, difficult or dangerous behaviours may require additional support to be able to adhere to the expected and valued behaviours. This is our 'child at the center' or all decisions approach.



## Communicating the Relationships and Behaviour Policy with Parents/Carers:

Parents/carers play an important part in their child's progress at school. East Hunsbury Primary School respect and value the involvement and support of parents / carers and will endeavor to provide as much information as possible to help them support school and their child. Any parent wishing to see a copy of the behaviour policy during the year can request it from the School Office or access it via the school website. Parents /carers are encouraged to talk to their child about school expectations and their own progress.

### Expectations of the school Community

At East Hunsbury Primary School, we believe that all staff and parents have a shared responsibility for managing and promoting good behaviour. Below outlines the school's expectations of each of the key stakeholders.

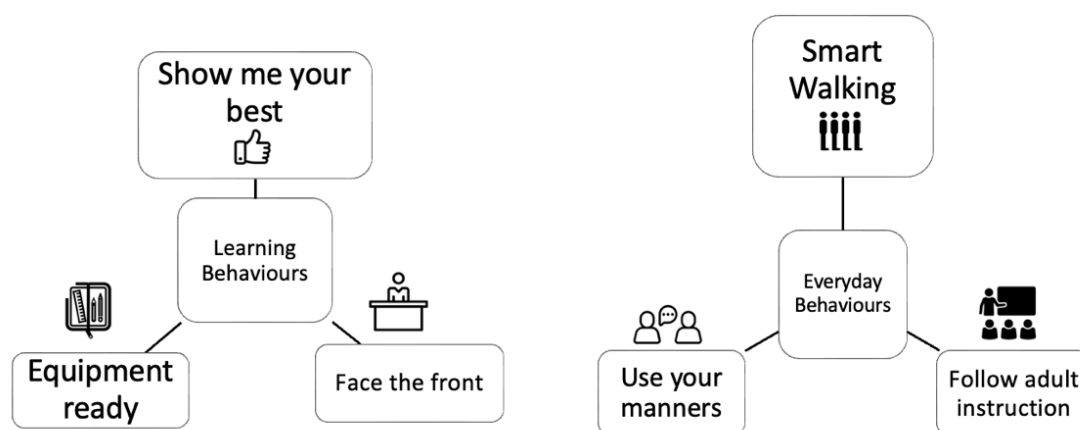
**Children are expected to follow our rules of:**

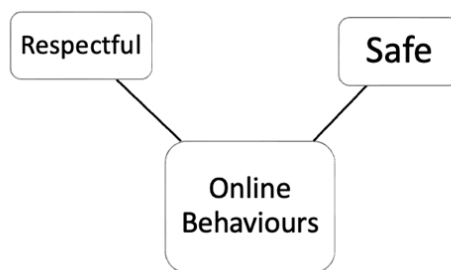
- Be Ready to Learn, Respectful and Safe

**Uphold our overarching values of:**

- Be Kind, Work Hard, Believe

**They will demonstrate this through their learning, every day and online behaviours.**





## Valued Learning Behaviours

### 1. Show me your best

When children are asked to: 'Show their best,' this refers to how they sit, stand and interact with the learning in class. We expect children to face the teacher, sit sensibly at their tables and work effectively either independently or as part of a group. We appreciate that all children are unique; therefore, 'Show me **your** best' allows all children to reflect their best and takes into consideration their individuality.

### 2. Equipment Ready

This refers to the children having the right equipment for the correct lessons and taking responsibility for organising this. At East Hunsbury, we will always provide children with the necessary stationery, but we do expect children to have the equipment they need for the lesson ready e.g. a white board in phonics, a sharp pencil or trainers in PE. We also expect that only the equipment needed will be on the table and not additional materials and that children treat the equipment and any resources used respectfully. There is an expectation that the teaching staff will also support this.

### 3. Face the Front

We expect children to face the direction of the teacher or where the 'direct instruction' is coming from. For example, if the teacher is at the front of the class, the children should be facing them and not having to turn around to see. Similarly, if the teacher is sat on a chair and the children on the carpet, they should also be facing the teacher so that they can focus on the input being given. Teachers must ensure that their classroom design facilitates facing the front for direct instruction.

## Everyday, Valued Behaviours

### 1. Smart Walking

When moving around school, children are expected to walk smartly. This means they:

- Walk in alphabetical order (unless there is a reason that this is not appropriate).
- Do not: Turn, Touch or Talk (the 3 Ts) when walking around school.
- Enter and exit rooms and assemblies silently. When entering after lunch or break they stand behind their chairs and wait to be told to sit down (exceptions will be made for children with SEND or very young children).

Again we recognise that children are individuals with their own individual needs; therefore, any children who would find this challenging, teachers must adapt accordingly and, if necessary, seek advice.

## 2. Use your manners

Children are expected to use their manners and this helps to build positive relationships. This includes, but is not exhaustive of:

- Saying: "Please, thank you, good morning and goodbye."
- Taking turns
- Listening
- Sharing
- Holding doors open
- Eating nicely
- Being courteous to others, the environment and school property/equipment.

## 3. Follow Safe Adult Instruction(s)

Children are expected to listen and follow safe adult instructions. This includes, but is not exhaustive of:

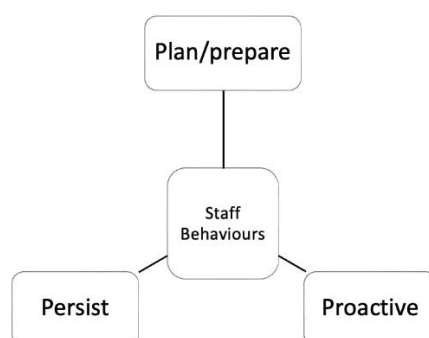
- Completing the work set by the teacher to the best of their ability
- Having a go at any work or challenges set
- Following a given rule or instruction by any member of staff
- Follow the school rules of being Ready, Respectful and Safe
- Stop or start a certain activity or behaviour

As part of our behaviour teaching, we will teach children about what a 'safe' instruction is.

## Online behaviours

When online, children are expected to be respectful and safe. They must always behave responsibly. This includes when working online in school and outside of school. It is inclusive of mobile, laptop, SMART watches and tablet devices. Children will be taught, through their e-safety lessons, how to stay safe and act respectfully online. Parents will receive regular advice about online safety through our newsletter and the e-safety lead will meet with parents when necessary to advise and support children's online behaviours.

## Teaching Staff are expected to:



At East Hunsbury, we believe in persistent consistency – brilliance in the mundane. Staff should plan, persist and be proactive with regards to the behaviour that is expected. They should be an excellent role model to others at all times. We also believe in a supportive, collective approach to managing behaviour with a: *Your class is my class* approach.

Staff encourage children to develop self-belief, self-confidence and a positive attitude towards school life. Positive praise, recognition and encouragement will be used to help children develop an ‘I can’ attitude to learning. Staff must treat children with kindness and respect and prioritise relationship building. Children should feel ‘seen’ and ‘heard.’

Plan/Prepare	Persist	Proactive
<ul style="list-style-type: none"> <li>• Get to know your children well and build positive relationships with them. Build trust.</li> <li>• Decide on routines e.g. getting books out / tidying / having a sharp pencil – teach these to the children and then insist on them.</li> <li>• Regularly frontload expectations and valued behaviours.</li> <li>• Be bothered about the behaviour in your classroom and take responsibility for planning for its success.</li> <li>• Consider classroom layout and access to resources to minimise behaviour issues.</li> <li>• Plan into your timetable regular opportunities to teach children the valued behaviour rules and expectations and their right to learn</li> <li>• Plan how you will ensure the <b>meet and greet</b> always happens.</li> <li>• Keep classrooms tidy and well organized.</li> <li>• Help children to understand and manage their feelings/behaviour.</li> <li>• Explicitly teach strategies that will help them manage their behaviour successfully through SMILE and PSCHÉ. Seek support and take responsibility when necessary.</li> <li>• Be familiar with the behaviour policy and your role within it so that you can follow it.</li> </ul>	<ul style="list-style-type: none"> <li>• Be bothered all the time.</li> <li>• Follow and implement the agreed routines all of the time.</li> <li>• Ensure <b>all</b> adults (including Lunchtime Supervisors and PPA cover teachers) working with your class know, understand and execute the behaviour expectations.</li> <li>• Contribute to developing an ethos of mutual respect between all members of the school community</li> <li>• Sweat the small stuff – never let it slide.</li> <li>• Address any incidents calmly and promptly.</li> <li>• Adopt a: ‘Your class is my class’ approach.</li> <li>• Intervene if you see behaviours that do not meet the school expectations or behaviour policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Be a positive role model for all children and families.</li> <li>• Be present for children e.g. meet and greet every morning on the classroom door.</li> <li>• Frequently frontload expectations</li> <li>• Be on time e.g. when collecting children from the playground</li> <li>• Use ‘explanatory praise*’ to make compliance visible and normalised.</li> <li>• Be calm, consistent and fair</li> <li>• Recognise over and above.</li> </ul>



<ul style="list-style-type: none"> <li>Adhere to the Routines document to uphold our brilliance in the mundane philosophy and expectation.</li> </ul>		
---	--	--

\*explanatory praise: reinforce the expectations by clearly describing the desired behaviour in the praise.

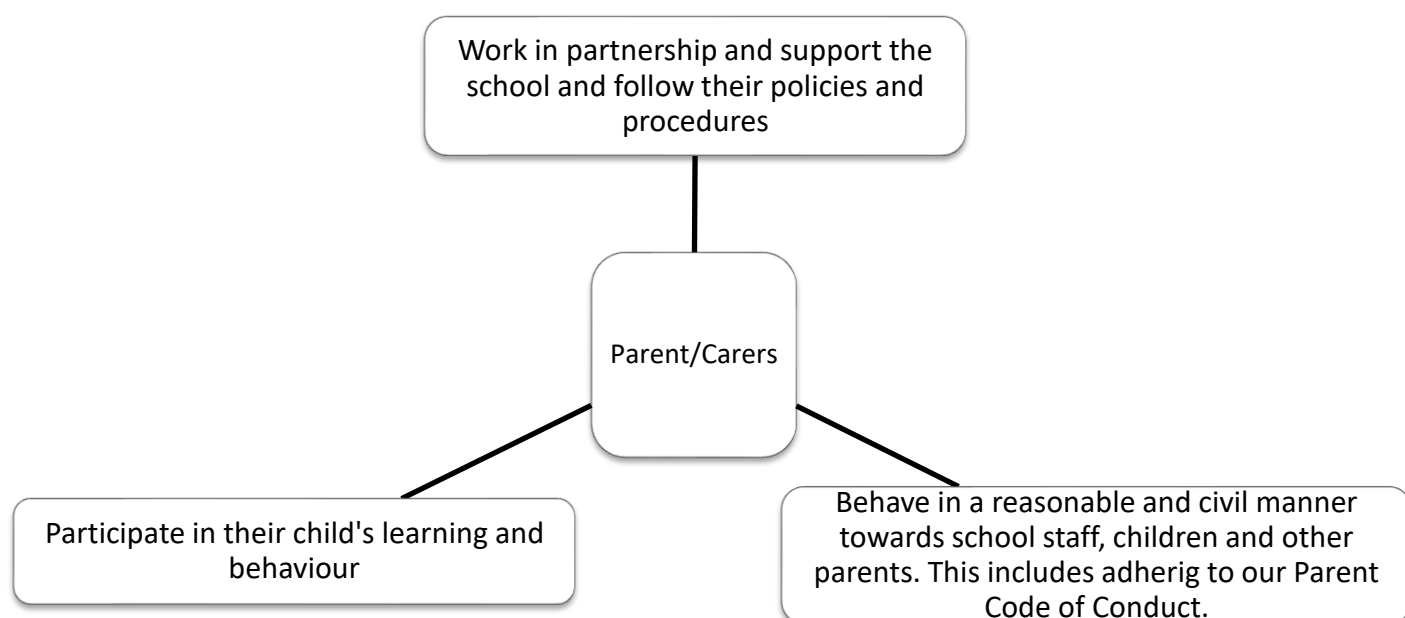
### Leaders are expected to:

Senior Leaders must model by example and as such they make a pledge to all staff to:

- Train
- Support
- Lead

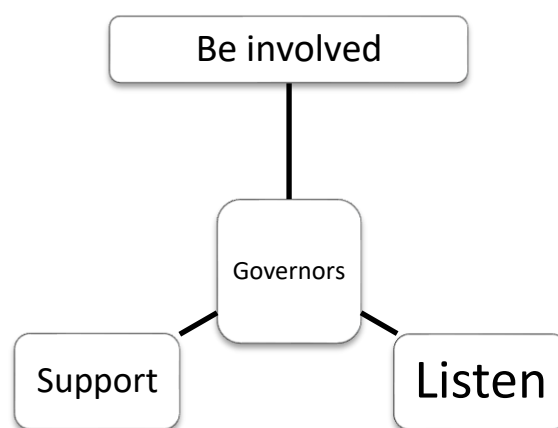
On behaviour

### Parents / Carers are expected to:



When a family joins East Hunsbury Primary School, they will be expected to sign a Home-School agreement which further outlines their roles and responsibility in enforcing the correct behaviours expected. Parents / carers should take responsibility for their child's online behaviour when not in school. Any issues should be raised directly with the staff and not put online. Parents / Carers are expected to behave in a reasonable and civil manner to all staff, children and parents both in person, through written communication and via social media.

### Governors are expected to:



- Be **involved** in establishing guidelines on expected standards of behaviour and regularly review the effectiveness of the behaviour policy. Monitor and, when necessary, report on behaviour when visiting the school.
- **Support** the Headteacher in implementing and embedding the policy.
- **Listen** and respond to the views of children, parents/carers and staff.

## Classroom Management:

Class Teachers and support staff should adopt a calm, sensitive and fair approach to behaviour management in the classroom. They must follow the policy and place the child at the centre of all decision making.

Approaches to ensure that behaviour is managed and follow our rules and values consistently include:

Our Rules and values	Visible consistencies	Recognising Valued Behaviours
Be Ready Be Respectful Be Safe  Be Kind Work Hard Believe	Follow the agreed routines and procedures to ensure that brilliance in the mundane is adhered to e.g. 1. Daily meet and greet where the class teacher meets the children on the door every morning 2. Be on time when collecting the children from the playground 3. Persistently catching children doing the right thing 4. All staff picking up on children who are failing to meet behaviour expectations 5. Consistent language 6. Smart walking 7. Restorative conversations	1. <b>Proud Points</b> which are linked to being caught simply doing the right thing. The proud point system has an inbuilt rewards structure which includes: <i>a. Certificates, postcards home, bronze, silver gold badges, phone calls home and the opportunity to be the Headteacher for the day or get the class award.</i> 2. <b>House points</b> linked to values with a community celebration at the end. 4. <b>Special visits</b> to see the Headteacher for a one off and get a sticker or pencil. 5. Annual <b>Positive Recognition Day.</b>

	8. Set out the classroom with behaviour management in mind 9. Be there to receive the pupils when they enter the school and class 10. Making sure all adults in the room know how to respond sensitively to pupils with special needs or behavioural difficulties 11. Ensure children receive a sanction when behaviour is unacceptable 12. Use agreed systems and relentless routines which will encourage good conduct and behaviour – consistency persistency!	6. Designated <b>assemblies</b> where achievements are celebrated including out of school awards.
--	---	---

## Rewards:

The emphasis of the school policy is on **REWARD** and **PRAISE**, which will be given whenever possible for both learning and behaviour. All staff must proactively recognise and celebrate positive learning and our valued behaviour. Praise and rewards may be given for good work, attitude, effort and behaviour both in class, break and lunch time. See the table above for how we do this – *Recognising Valued Behaviours*.

Any award once given, must never be taken away.

## Consequences:

Every consequence must be made with the child at the center of all decision making. Consequences will be applied fairly and explained carefully and thoroughly to the child. The consequence a child receives will be dependent on the type of behaviour that they display. Class Teachers and Support Staff use a stepped approach to managing behaviour and issuing consequences. This allows children to recognise the next consequence and hopefully, make a choice to correct and improve their behaviour.

## Levels and Consequences of Behaviour

It is important to note that every behaviour will be considered in the context in which happened and with the child at the center. Every situation and circumstance will be different and teachers / leaders must use their professional discretion and expertise to categorise the level of behaviour.

Our behaviour policy and consequences will be enforced when children are:

- at school,
- walking to and from school,
- in school uniform and
- on a school trip or
- acting in a way that could bring the school into disrepute
- online, when appropriate.

# Behaviour Levels, Types and Consequences

## LEVEL

## TYPE

## CONSEQUENCE

### LEVEL 1

#### LOW LEVEL DISRUPTS LEARNING

- Not being ready, respectful or safe.
- Not upholding our school values of being kind or working hard
- Calling out
- Not following adult instruction
- Not being ready when asked or needed
- Chatting or distracting others
- Being unkind or rude.
- Playfighting
- Behaviour that prevents the learning of others or the individual child.

- 1) Adult gives **first** warning:  
"That is warning 1 for ... **name the behaviour.**"
- 2) Adult gives **second** warning:  
"That is warning 2 for ... **name the behaviour** and now you will miss...**name how much time from break or lunch they will miss.**"
- 3) Adult gives **third** warning:  
"That is warning 3 for ... **name the behaviour.** Now I will speak to your (insert carer)."

Teacher then:

- Calls home.
- Logs behaviour on Arbor.
- Rebuilds relationship – ensure child understands the valued and expected behaviours and considers if the child needs additional support to reach the expected behaviour standard.

### LEVEL 2

#### Difficult or detrimental behaviour

#### CONSISTENT OR SIGNIFICANT DISRUPTION TO LEARNING

Either  
consistent low-  
level  
disruption /  
rudeness

or a one-off  
incident of more  
significance.

Behaviour that consistently disrupts learning for others  
For example: If you have had to call home/speak to parents 3 times in the past 2 weeks.

Or

**One-off incidents that are unsafe or do not uphold our rules or values. For example:**

- Playground arguments
- Lying
- Swearing
- Defiant / non-compliant behaviour e.g. refusing to work.
- Verbal or physical rudeness to adults or children
- Purposefully causing harm to others e.g. pinching, scratching, tripping up.
- Homophobic behaviours or those that challenge protected characteristics
- Words, signs or actions which challenge our values, culture and ethos including swearing.
- Damaging property through carelessness, thoughtlessness or on purpose.
- Being unkind to another.
- Unsafe play e.g. playfighting, rough play or dangerous, intentional tackles in football.
- Not handing in a mobile phone.

#### Parent/carer meeting

Class teacher will organise a meeting or phone call with parents / carer that will be supported by SENCO/Inclusion leader, phase leader and or, if appropriate, BSA or FSW.

A discussion must be had to consider if the child needs additional support to reach the expected behaviour standard.

#### Level 2 behaviours may result in:

- Internal exclusion.
- Pastoral programme considered / implemented.
- Suspension
- Missing break or lunchtime play

Teacher to record on Arbor / MyConcern.

### LEVEL 3

Consistent  
significant  
disruption or  
unsafe  
behaviour

Behaviour that  
breaks our  
rules, does not  
uphold our  
school values or  
could bring the  
school into  
disrepute or is  
deemed  
dangerous\*

- Bullying which may include child on child abuse and cyber bullying
- Damage to property
- Physical assault and/or purposefully causing harm to others e.g., kicking, biting, hitting/punching, pushing over, tripping up (*this list is not exhaustive and it will be to the Senior Leader's discretion whether the physical harm caused is deemed as a Level 1 or Level 2 behaviour*).
- Theft
- Spitting
- Inappropriate online activity, this can include child on child abuse and inciting hate or harm against others
- Lying with an intent to get others in trouble or conceal important information.
- Inappropriate use of a mobile phone e.g. filming/recording staff or children, intentionally not handing it in to the class teacher / sending inappropriate messages or images
- Verbal abuse
- Racist abuse or behaviour
- Swearing
- Homophobic behaviours or those that challenge protected characteristics

Headteacher, SENCO &/or AHT will be directly involved.

#### Level 3 behaviours may result in:

- A longer length internal exclusion
- Suspension
- Reduced timetable
- Alternative, off site provision
- PSCO involvement
- Managed Move
- Permanent exclusion
- Exclusion from a school activity e.g. trip

Teacher to record on Arbor / MyConcern.

#### If not already in place consider whether to implement:

- Individual Behaviour Plan (IBP)
- Pastoral and Learning Plan (P&LP)
- Emergency Behaviour Plan (EBP)

Pastoral team to consider an Early prognosis form into a plan-do review and assess and, if necessary, complete a Risk Calculator.

If the behaviours happen during lunch time, then the restorative conversation and phone calls will be done by the class teacher. Lunchtime supervisors have a responsibility to inform the class teacher of any behaviour that does not meet school expectations.

If a child needs to catch-up or finish work, then this will be done during lunchtime but they should not miss any more than 10 minutes. Each new day will always be a fresh start for a child unless agreed in exceptional circumstances.

If a child reaches Stage 3, three times in two weeks then the class teacher will organise a meeting with the parents and invite the phase leader, and if appropriate, the SENCO should also attend. An outcome of this meeting might be to put in place a:

- Individual Behaviour Plan (IBP)
- Pastoral and Learning Plan (PLP)

Or seek further advice or intervention from external professionals.

## **Scripted Language**

At all times adults are expected to remain calm and use scripted language:

***I've noticed that... Be that as it may ... You need to ... You know the school expectations to be ready, respectful, safe. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening.***

## **Curriculum**

Relationships and Behaviour are taught through our curriculum and beyond. For example, it is taught through our:

- PSHE + C curriculum
- Within our Education Teams – Health and Wellbeing / Enrichment and Critical Thinking / Our World / Economics and Enterprise / Careers and Aspirations.
- Assemblies (including whole school, Key Stage and Class) which cover: British Values, Protected Characteristics and our school values and rules.
- Our reading curriculum including our British Values and Protected Characteristics reading spines.
- Picture News and Newsround.
- Weekly Children's Newsletter which is sent out with the main families one.

## Mobile Phones and SMART Devices

At East Hunsbury Primary School (EHPS), we prioritise a safe, focused and inclusive learning environment. For this reason, mobile phones, including SMART phones/watches and any internet-accessible devices, are not permitted on the school premises. We believe there is no need for children to use mobile phones during the school day and if a child needs to contact home, a trusted adult will support them in doing so via the school office.

We understand that in exceptional circumstances, such as when a child in Year 5 or 6 travels to school independently, a mobile phone may be necessary. In these cases, both the child and their parent/carer must sign our Acceptable Use Policy (please contact the school office if you are unsure about this).

The child's phone must be switched off before entering school grounds, handed directly to the class teacher upon arrival and collected at the end of the day from the class teacher or the school office/Headteacher's office, if attending a club. Phones must remain switched off until the child has left the school grounds. At no point during the school day, should the child use or be in contact with their phone.

If a child fails to follow these procedures—such as keeping the phone on, using it during school hours or not handing it in—consequences will be applied in line with our Behaviour Policy and at the discretion of the teacher. We kindly ask all parents and carers to support us in upholding this policy to ensure the wellbeing and safety of all pupils.

## Supporting Children with Additional/Special Educational Needs:

We recognise that behaviour is complex and can be affected both positively and negatively by circumstances both at home and school, and that for some children, managing their feelings, behaviour and making good choices can be very difficult. Children can be subjected to adverse childhood experiences which impact their relationships and behaviour. As a school, we adopt trauma-informed practice as outlined and described here:

<https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice>

We have high expectations of all our children and will ensure that those children who may need additional help to manage their behaviour and build positive relationships are given appropriate support. It is hoped that with the right support, children are expected to achieve the school's valued behavioural expectations.

Staff will work with children to overcome problems, this may include:

- Discussion with the child about their behaviours, this could also be a restorative discussion.
- Continued liaison with parents
- Close liaison with the Behaviour Support Assistant/Nurture Worker/Learning Mentor/Assistant Headteacher/ Family Support Worker / Headteacher
- Work adapted to match the child's needs
- Providing additional support as suggested by the SENCO or other professionals
- Involving external agencies
- Implementation of an Individual Pastoral plan
- Exploring options for alternative provision (dependent upon criteria, availability etc.)

- Attendance at lunchtime club with clear entry and exit strategies

### **Individual Behaviour Plan (IBP): (See Appendix 1)**

An IBP may be put in place as a short-term measure to support a child with specific behavioural needs. The IBP would be written by the Pastoral Team, in conjunction with the class teacher and phase leader. This will be a document which clearly outlines support, expectations and consequences and will often be put in place at the early stages when a child demonstrates detrimental or difficult behaviours. It's purpose is to be a short-term intervention to support the child to be able to uphold the valued behaviours and help them identify antecedents and triggers – thus supporting them to avoid them. If it doesn't work, then a Pastoral Learning Support Plan may be required and external professional advice sought.

### **Pastoral and Learning Plan (PLP): (See Appendix 2)**

As a school, it is important for us to ensure that we try to address the root causes of behaviours and this might mean that a child is put on a Pastoral Support Programme for a given period. A PLP seeks to work with the children by providing specific interventions to help address the poor behaviour and any other pastoral concerns. Often, in-school assessments or observations will take place to accurately identify need and it is likely our BSA (Behaviour Support Assistant) will also be actively involved. School will endeavour to involve parents/carers in any decisions and actions taken. On occasions, families may be offered support through external programmes, meetings with school or the Family Support Worker or, sometimes an Early Help Assessment (EHA) may be required. A PLP is designed to be an important step in identifying and addressing the child's behaviours, understanding their learning needs and to support their wellbeing. It may also be in place alongside an Individual Behaviour Plan. It will be up to the school to decide when a PLP is required.

Finally - the PLP will be used as part of the ladder of response where there are presenting challenging behaviours that put a child at risk of suspension or exclusion. The support plan is appropriate for those who have been identified as having special educational needs and/or a disability (SEND) and also appropriate for those who have not been identified as having SEND. The **PLP** provides a framework for analysing the factors that might be influencing behaviours so that the approaches used can be based on this assessment.

The PLP will be regularly reviewed on an individual needs basis.

Refer to Appendix

### **At Risk of Permanent Exclusion Form (RPE): See Appendix 3**

The checklist for Permanent and those at risk of Exclusion form is designed by the local authority school attendance support team to ensure schools have put in place all available support for the pupil and to notify the local authority that a child could be at risk of a permanent exclusion and needs immediate intervention.

An RPE is a coordinated intervention to support individual children and make all professional bodies engaged with the child aware of the risk for the pupil. This RPE form will be needed for children whose behaviour is



deteriorating rapidly or for any pupil identified as at risk of permanent exclusion or a pupil who has received several fixed term exclusions.

Although the school will make the overall decision about the RPE's content and further interventions required, it will be discussed and established in consultation with school staff, parents, pupil and outside agencies.

It will be up to the staff's discretion when an RPE form is completed. This form must be completed by a senior leader alongside the pastoral team.

Refer to Appendix

### **Pastoral Team:**

The school has a dedicated Pastoral team who work together to ensure the social and emotional needs of the pupils are being met. Parents are made aware of them via the school website and regularly within the school newsletter.

The team is made up of:

- SU Lead / SENCO / DSL
- Whole School SENCO
- Behaviour Support Assistant (BSA)
- Family Support Worker
- SEN/pastoral intervention support team
- Mental Health First Aiders of which there are six.

Pastoral and learning interventions are offered via this team for examples of these please see appendix 4.

### **Attendance:**

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises the importance of school and education. Parents will be reminded of their responsibilities for attendance and punctuality, when necessary, throughout the year. Attendance is monitored regularly through the Safeguarding team overseen by Lindsey York and supported by the Attendance Lead (Karen Keay) and officer (Diane Beasley).

### **Bullying:**

Bullying is a particular behaviour by which one or more persons has power over another, causing them harm, either physically or emotionally. Incidents of bullying will be dealt with very seriously, in accordance with the school's Anti-Bullying Policy. Bullying will not be tolerated at EHPS.

### **Racial or Prejudiced-based Harassment:**

All incidents relating to racial discrimination or harassment will be taken seriously. It will be made clear to children that such practices are unacceptable and will not be tolerated. Respect for others is taught and encouraged across school through assemblies, PSHE and activities in the classroom and on the playground.

### **Child on Child Abuse:**

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting/slapping kicking, shaking, biting, hair pulling, scratching or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth-produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

### **Screening and Searching:**

Children are prohibited from bringing dangerous or offensive items onto the school grounds. This includes, but is not exhaustive of:

- Illegal drugs
- Alcohol
- Dangerous substances including aerosols
- Weapons and/or sharp objects e.g. screw driver, scissors or a knife.
- Mobile phone (unless in Y5 and Y6 with permission from parents/carers). Please note, that the school reserves the right to ban a child's mobile phone from the school premises if they deem it necessary.
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any other item that could harm others physically or emotionally

East Hunsbury Primary School will follow the advice and recommendations set out in the DfE Searching, Screening and Confiscation Advice document – link below:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Use of Physical Intervention and Use of Reasonable Force:**

At East Hunsbury Primary School, we believe that children need to be safe, know how to behave, and know that the adults around them can always manage them safely and confidently. For a very small number of

children, the use of physical intervention may be needed to help them if they have become overly physical, aggressive, violent or unsafe. Staff who may be called upon if needed, have undertaken the necessary physical intervention training. All incidents of physical restraint are recorded.

All school staff have the right to intervene:

- To protect the pupil from harm
- If the behaviour of a pupil puts the safety of others at risk
- To prevent a pupil from absconding
- To prevent disorder
- To prevent damage to property

Physical intervention may form part of a child's Individual Behaviour Plan if they display aggressive or challenging behaviours. Such plans will be discussed and agreed in consultation with the parents/carers, child and school staff. Positive handling and physical intervention are carried out in-line with the school Positive Handling policy. East Hunsbury Primary School will be guided by the advice laid out in the DfE's document – Use of Reasonable Force Advice – link found below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **Allegations:**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Headteacher or Lead DSL. Pastoral support will be offered to any individual against whom an allegation is made. The matter is kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for investigating the matter and referring it further if necessary. In the event of an allegation proving unfounded or malicious conduct, the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government guidance on Safer Working Practice to minimise the risk of allegations being made. Knowingly false or malicious accusations made against staff by pupils or parents will be taken very seriously and considered within the remit of this policy.

## **Exclusion and Suspension:**

In most cases, suspension or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to suspend a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive or non-compliant behaviour. If this occurs, parents may be asked to remove their child for a specific, short-term period while intervention strategies are put in place to help the child improve.

Exclusions and suspensions can only be imposed by the Headteacher, or in their absence a designated representative, normally an Assistant Headteacher. When establishing the facts in relation to a suspension or permanent exclusion decision, the headteacher/leader must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher will accept that something happened if it is more likely that it happened than that it did not happen. ([DfE Suspension and Permanent Exclusions](#)).

Exclusion/suspension of any pupil is a serious matter. Each case will be considered individually and a decision regarding the type and duration of an exclusion will be made based on the incident and the history of the individual child. Governors are informed of any exclusions that have taken place.

There are 3 different types of exclusions. The type of exclusion imposed will be considered depending on the circumstances and severity of the behaviour.

- **Internal suspension:** This can be considered for any pupil in breach of school rules. Internal exclusion may form part of a Pastoral Support Plan or Individual Behaviour Plan, as an identified and agreed consequence. Internal exclusion may also be issued for isolated incidents, including: bullying, racism, rudeness, aggressive/violent behaviour, non-compliance to adult instructions and running off-site (this list is not exhaustive and up to the Senior Leader's discretion). This may include time in another NPAT school if several instances of internal exclusion have not resulted in a change of behaviour.

- **Suspension:** can be issued for bullying, racism, aggressive/violent behaviour and non-compliance to adult instructions (this list is not exhaustive and up to the Senior Leader's discretion). The pupil will not be allowed into school and will remain the responsibility of the parent/carer. The school will provide work and it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking. It is the parent responsibility to ensure their child is not out in public places during their exclusion, (NB parents can be fined if their child is found in a public place during an exclusion). The suspension will be recorded on the children's file.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. Exclusions lasting for 6 days or more, East Hunsbury Primary School will endeavour to arrange temporary alternative arrangements for schooling of your child.

Prior to a suspension the leader overseeing the decision will must complete a Headteacher's suspension and exclusion check list (Appendix \*\*) this must be uploaded to MyConcern.

- **Permanent exclusion:** The decision to permanently exclude a pupil is a serious one and will 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.

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be considered.

The Headteacher will use their professional judgement and discretion when issuing a suspension or Permanent exclusion. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion – they are not exhaustive.

- 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
- Bringing drugs/weapons/inappropriate objects into school
- Inciting hate, harm or unkindness against others
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

The above can occur in school, online or outside of the school gates. Any behaviour that could bring the school into disrepute or that challenges the school's values and rules will be considered for a suspension or permanent exclusion.

A permanent exclusion will be considered in extreme circumstances or if all other strategies and alternative measures have been exhausted. This is seen as a last resort.

### **Behaviour outside the school gates:**

Children are expected to uphold the reputation of the school whenever they are out of school, where they are taking part in;

- an organised school trip or school related activity
- travelling to/from school
- wearing school uniform
- engaging with others online

Children may be subject to school consequences if their behaviour is hurtful or damaging to others (parents, staff, children or members of the public), affects the orderly running of the school, or brings the school into disrepute. This includes any behaviour online.

Whilst East Hunsbury Primary School cannot be responsible for pupil behaviour when they are out of school, we will endeavour to investigate any incident which is reported to the school and will talk to parents/carers about their responsibility for their child's behaviour. When necessary and appropriate, the school's behaviour policy will be applied to events outside of school hours / gates. The school will always cooperate with the Police in any investigation of incidents which are thought to involve children from East Hunsbury Primary School.

### **Monitoring and Review of Behaviour Management:**

The success of the school's Relationship and Behaviour Policy is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Headteacher)
- Analysis of tracking data for individual children and for groups (class and individual logs on Arbor)
- Weekly Safeguarding meetings
- Parental surveys
- Pupil voice

- Governor monitoring

### **Success Criteria:**

We know that this policy is effective, consistently applied and embedded in practice across school, when:

- All children, staff and visitors feel safe and welcomed in school
- All children, staff, parents/carers and all associated adults know and understand the school Rules and adhere to them
- Expectations and standards of behaviour are consistently high
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning, behaviour and social development
- Parents feel that the school deals effectively with unacceptable behaviour
- Governors monitoring demonstrates that behaviour and relationships are well managed in the school and that the ethos is one which promotes a positive approach
- Visitors are made to feel welcome by children and staff

### **Policies/procedures linked with this policy include:**

Anti-Bullying Policy	Procedures for Allegations of Abuse Against Teachers and other Staff
Positive Handling and Physical Restraint Policy	Complaints Procedure (responding to parent's concerns)
Mobile Phone Policy	
Child Protection & Safeguarding Policy	Home / School Agreement
PSHE Policy	Online policy
Walking Home Policy	Mobile Phone Policy

## Appendix 1



**Insert name here – Individual Behaviour Plan**

**Review Date: Insert date for review here**

Behaviour	Antecedents: What triggers behaviour?	Desired behaviour	School	Pupil	Home
1.					
2.					

### Current scripts – To be used by all staff

**Focus:** eg. low arousal and good for diverting / de-escalating in high sensory moments

*XXX lets go / XXX, time for: Calm room / table activities / inside / playtime / snack etc.*

Activity now and calm room next (adult may need to complete task first to prompt LA)

*XXX do it, I do it (or insert adult name)*

*XXX I can see you are ready now (praise in an even tone)*

*XXX, inside voice / quiet voice.*


*XXX, out of your mouth... all of it / use your chewy*

*XXX, what is that for (when putting item in mouth that shouldn't be). Praise when says correct and uses correctly: i.e. XXX, what's playdough for? – 'playing', good, show me how you play.*

*Give two choices that you are happy for her to pick i.e. XXX, table or calm room.*

## Appendix 2

### **Name** – Pastoral and learning Plan

<b>East Hunsbury Primary School</b>  <b>Year group:</b>  	<b>Name of Child</b>  <b>DOB</b>	<b>Date of admission to setting:</b>  <b>Targeted SEND funding – since</b>  <b>RSA:</b>  <b>Professionals involved:</b>  <b>Diagnosis:</b>
--	--	--

Special notes to be written in red here eg – new diagnosis or important medical information

Outcomes to be achieved	Interventions/support programmes in place	Progress and comments – record below	Effectiveness of interventions	Amendments to interventions	Timings

Comments on pending professional involvement reports pending to be typed in red here



### Appendix 3

#### Educational Inclusion and Partnership Team checklist for Permanent and those at risk of Exclusion.

Name of Pupil	
Date of Birth	
Name of School	
Primary/Secondary	
Address of School	
Telephone Number of School	
Email address	
Contact – Name(s) of person you spoke to.	
H/V, S/V,T/C	

**Questions 1-11 used for Permanent exclusions.**

**Questions 11-16 used for those at risk of exclusion.**

**Important to note: the current Guidance (2012) states that**

‘Permanent exclusion should only be used as a *last resort*, 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 in the school.’

1. Does pupil have a Statement of SEN/ EHC Plan? –They should not be permanently excluded (PEX) –DFE guidance states that schools ‘should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil’s SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim / emergency review.’

2. Is the pupil looked after (LAC)? All PEX’s are challenged for these pupils, especially at primary. EIPT generally work with LAC team on these.

<p>3. Has an interim statement review meeting taken place or discussed with Educational Psychologist prior to PEx decision to look at possible alternatives and minutes recorded on file?</p>
<p>4. Does the pupil have SEN, but no statement or belong to one of the vulnerable groups at risk of PEx (minority ethnic groups, disabilities) and has this been taken into consideration in the decision making process?</p>
<p>5. If YR11 –what other alternatives could the school consider, ensuring pupil takes full complement of GCSEs they would have sat?</p>
<p>6. Have schools followed the exclusion process e.g. informing parents and letter within timescale .End of school day by phone and followed up with a letter within 48hrs of exclusion. Schools are encouraged to do fixed term exclusion first to give time for proper investigation, deliberation and good practice to contact EIPT for discussion.</p>
<p>7. Has the exclusion letter to parents been dated (same as day excluded), stating reasons and process for appeals?</p>

<p>8. Does the paperwork reflect the behaviour history, patterns, school's intervention, parental involvement, successes, escalations and sanctions? It should read like a book, e.g. behaviour –assessment, risks, handling plan - targeted strategy -reviewed plan -success criteria-rewards/sanctions - contingency plan, especially if at alternative provision.</p>
<p>9. Has a proper investigation of the situation taken place, interviews with all those involved, have they been treated equally and offence fits the sanction?</p>
<p>10. Have witness statements been taken, including PEx pupil?-This should be attached to paper work sent. Have all witness statements been signed, dated and if scribed by a teacher it states so and that the statement was read by the pupil/read to them before they signed.</p>
<p>11. Have the following been tried: Individual Behaviour Plan, Pastoral Support Plan, Early Help Assessment, time limited reduce time table, Learning Support Unit, school's multi-agency meeting, other agency involvement, managed move or alternative provision and evidence of parental communication and involvement.</p>
<p>12. <i>What have the school done to support or tackle their needs?</i> Ascertain behaviour history, rang the Early Help Line (0300 126 1000 option 2) for discussion - can refer direct to Targeted Prevention Team via this route. If eligible, how has</p>

school used pupil premium (£1300 pa), to fund support, pupil's positive attributes and any positive periods or interventions that worked.

13. Have you applied to the high needs block for further funding. School need to evidence they have spent the AWP ( £4000), Pupil Premium and £6000 of SEN money given to schools first on resources to support the child holistically, what they would use the extra funding for and expected outcome.

14. If primary level, have you presented the case at the SEMH panel? These panels are now countywide.

15. If behaviour presented as risk to themselves or others previously, was a graded risk assessment undertaken and positive handling plan implemented to decrease risk?

16. Have school staff been trained in de-escalation and TEAM TEACH techniques, and are these up to date?

17. Have parents been involved and included in the process to improve behaviour and can this be evidenced?

18. Have school considered commissioning a place at an alternative provision? Have you taken advice from Maplefields Outreach? They offer a service to primaries and secondaries.

## **Appendix 4 : Supporting Behaviour and Personal Social and Emotional Development at EHPS. Activities that might be included on a Pastoral Support Programme.**

### **Emotional Wellbeing at East Hunsbury Primary School**

At East Hunsbury Primary School, we want all pupils to experience success and achieve their potential in a caring, inclusive community. A community, in which, everyone feels confident, valued and able to contribute. A community, in which, diversity is embraced and celebrated. A community, in which, we can all learn, laugh and celebrate together. To help our pupils to achieve their full potential we value well-being and promote it in a variety of ways.

### **Our Wellbeing Team**

Our school employs one lead Behaviour Support Assistant, a Higher-Level Teaching Assistant who supports the Rainbow Room and Specialist Interventions relating to Social, Emotional and Behavioural Difficulties, a Forest School Leader who supports Social, Emotional learning outdoors and a Family Worker who supports children with friendship problems, difficult home circumstances, bereavement, divorce or upset. The work of these Specialist Teachers and Assistants are supervised by our SENCOs.

### **The Specialist Unit**

Our Specialist Unit caters for 50 pupils who all have Severe Learning Difficulties, Complex Needs and require high levels of support and personal care. The children are in 6 classes and each class links with a year group for planned inclusion in the mainstream school. Although the children in our Specialist Unit follow the National Curriculum it is taught and experienced very differently to make it accessible and meaningful. In addition, to support communication, visual symbols, schedules, sign language and communication aids are highly featured in teaching and learning. The entire School uses Makaton Sign Language to assist inclusion.

### **Our Rainbow Room**

Small groups of children work closely with our Higher-Level Teaching Assistant focusing on aspects of social and emotional development. This is delivered through a variety of different means including talking, sharing stories, role-play, puppet work and drama.



### **Drawing and Talking**

Selected groups of children from across the school take part in Drawing and Talking sessions. Drawing and talking is a safe, easy to learn method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. The core of the method is encouraging the children to draw with a person they feel comfortable with regularly at the same time each week, and this person asking some non-intrusive questions about the child's drawings. Over time, a symbolic resolution is found to old conflicts, old trauma is healed and the child becomes more able to control their behaviour and better able to access the curriculum.

## LEGO Therapy

Selected groups of children take part in LEGO therapy. LEGO therapy aims to develop social competence through the development of social skills. It provides opportunities for children to practice skills for turn-taking, listening, sharing ideas, communication, compromise, problem solving and shared attention.

LEGO based therapy encourages children to interact with each other through collaborative play. The shared focus on building enables children to learn and practice social skills and emotional regulation within a social environment they feel comfortable in.



## Forest Schools

Forest School is a key part of the curriculum at East Hunsbury Primary. Forest school grew from a Scandinavian tradition of being close to nature. Forest school children are given regular opportunities to develop confidence and independence without the pressures of academic achievement. Learning is child led and hands on, giving choices, ownership and responsibility. The children are valued and recognised, increasing motivation, enjoyment and participation.

Evidence shows that experiences at forest school have an impact on social and emotional development that will ripple into school and home life. Learning outside the classroom in this way contributes to raising standards in learning whilst developing the whole child.

## Relax Kids

Children from across our school take part in small group Relax Kids sessions. Relax Kids use a unique combination of mindful games, storytelling with exercises, stretching, breathing, massage as well as positive affirmations, visualisations, mindfulness and relaxations. The program allows children to have fun but also learn vital skills that will help them for years to come

## SMILE Project: Through PSHE Circle Time

Participating in the EU SMILE Project as the United Kingdom school has brought renewed energy and excitement to our Personal, Social and Emotional curriculum. The SMILE project began in selected classes but has now been introduced across the entire school. Everyone wants to join in the fun. SMILE themes are taught in whole class lessons, "Circle Time" discussions and small groups.



Emotional Barometers and Calm Corners feature highly throughout the school. Peacemakers, some of our older pupils have been trained to help pupils resolve their problems at playtime

## Lunchtime - Playground and Reflection Room

SMILE has given us the opportunity to make the most of social times to make our playtimes more positive experiences. Children have been recruited and trained to support lunchtime play. The playground is clearly zoned with lots of choice for the children (see the notice board display). Activities

are coordinated by a Teaching Assistant and zone activities are supported by our Young Sports Leaders. It helps the children have successful social times, take turns, play nicely, and children from our Specialist Unit can join in too.

Some children still find social times difficult; our Behaviour Support Assistant supervises a Reflection Room that children can go to if they are finding things “tricky”. Some children attend the reflection room to learn to play in a supported environment with children across the school supported by the Reflection Room monitors.

Date Approved; January 2023

Reviewed January 2025