



Relationships and Behaviour Policy

This is how (and why) we do things here...

	3 simple rules
	Calm, Consistence, Certainty
	Teach behaviours and self regulation skills
	Recognition Boards
	Scripts
	Outcomes
	Pick up our own tab
	Emotion coaching
	Restorative practice

Remember:

Kindness and care are our superpowers!

Behaviour Curriculum

Our behaviour curriculum is made up of explicit teaching of the following:

- Our core values of achieve, believe and care
- Our expectations, standards and character that make our pupils exceptional
- Our routines in the classroom, corridors and social times
- Our recognition and outcome systems, and how we communicate with our families
- How we reasonably adjust for pupils with SEND and/or vulnerable pupils
- All staff sharing, knowing and consistently reinforcing our expectations and routines

Our Key Routines

Strong Starts:

1. Meet and greets at the door—always a warm welcome.
2. Do now tasks ready to go.
3. Quality first teaching - settle the room and begin the day in a calm manner.

Corridor Curriculum:

Narrate the positive—e.g. fantastic uniform today thank you, that was kind, thank you for holding the door for me.

Challenge poor uniform or loud behaviour:

- Tuck shirts in please, thank you that looks really smart, remember we wear our uniform with pride.
- Too loud in the corridor remember we are respectful of others needs and loud corridors are frightening for some pupils.
- No running please, this is not safe behaviour. Thank you for sorting that out.

Recognition Boards:

Within each classroom a 'recognition board' is displayed. The class teacher decides a behaviour that is a focus and then identifies pupils who are demonstrating this to celebrate. The behaviour will come under the value of either achieve, believe or care. If a pupil regularly demonstrates behaviours for one of these values, they can be nominated by their class teacher to become an ambassador which will be celebrated in achievement assembly.

Achievement Assembly:

Howley Grange has an 'Achievement Assembly' once per week. During this session, the children celebrate together:

Star of the Week – all children from Reception to Year 6 are nominated by their teachers as Star of the Week – this nomination is in recognition for a child's positive behaviour and is awarded by the Head Teacher.

House points - are totalled and the house achieving the greatest total is praised.

Achieve, Believe, Care Ambassador - children who have repeatedly demonstrated they are continually modelling the school expectations are rewarded by becoming an ambassador.

Out of School – children can share exceptional personal achievements from outside of school.

Behaviour Expectations for Pupils

We have three value-based rules that our expectations are linked to:

Achieve = own and other people's learning

Believe = me (personal development)

Care = others, belongings and the wider world

Below are examples of how these values can be interpreted as our expectations.

Values	Our expectations	What we want to see?	What does this look like in our classrooms?	What does this look like in our playground?	What does this look like around our school?
Achieve	At Howley Grange, we want everyone to achieve the very best academic outcomes they possibly can.	Respect Teamwork Creativity Curiosity Engagement Wisdom	Listening to adults and following their instructions Answering questions Respecting the efforts of others, including adults Completing learning tasks to the best of your ability Working independently but also as part of a team Aiming to complete challenges Ask for help if you need it Completing your homework Reading in school and at home and completing quizzes	Understanding everyone has the right to space to play, relax and have fun Co-operating and playing team games Making up your own games to play Actively involving yourself in play Teach others new games	Walking around our school in a calm and quiet manner so others can feel safe and learn Knowing that assemblies are times for quiet, listening and reflection
Believe	At Howley Grange, we want everyone to have high levels of confidence and self-belief.	Trust Honesty Individuality Courage	Accepting and learning from mistakes Not giving up Using your knowledge to form your own opinions Speaking your truth and standing up for what you know is right whilst respecting those of others Stepping forward to lead Grasping opportunities	Playing new and unfamiliar games Accepting that your best is good enough-even if you do not win Congratulating others on their skills and game play	Celebrating yours' and others' achievements through displays Proudly showing visitors around

			Set a good example to others Owning up if you have made a poor choice		
Care	At Howley Grange, we want everyone to demonstrate care for themselves, each other and the world around them.	Responsibility Equity Empathy Integrity	Seeing things from someone else's point of view Being able to recognise and label your emotions Understanding that everyone feels the whole range of emotions at different times Knowing it is ok to have big feelings but never ok to hurt someone with your actions or words Reading emotions in others and responding to their need e.g friendship, hippo time etc. Praising others Keeping our classrooms tidy Making good choices for self and others Using our manners Being kind and helpful Understanding and accepting that some people need adjustments made to help them be safe, happy and learn	Compromising -sometimes playing a game your friends want to play even, if it is not your preferred choice Making sure no one feels left out or on their own Saying sorry if you have accidentally bumped into someone Good sportsmanship Putting litter in the bins and caring for our school grounds and equipment Using your actions and words to make other people feel good about themselves	Hanging up your coats and keeping your belongings tidy Keeping the noise down in the hall so that everyone can eat in comfort Walking sensibly in our corridors Walking quietly in our corridors Holding doors open and letting others pass through Picking up things off the floor as you pass

Behaviour Basics

All staff understand the importance of the below basics to encourage positive behaviour:

- Knowing your children.
- Use of strong starts to set the tone for the day.
- Consistency of routines and expectations is key.
- Positive narration to settle the room –acknowledge those setting a good example. Reward children with house points / stickers.
- Clear specific instructions narrating what you want them to do not what they are not doing, e.g. 1,2,3 look at me. 80% are looking this way, just waiting for...thank you.
- Pre-empt transitions with clear reminders of your expectations and rules for this routine.

Support:

If staff need support or just need to talk something through, they make sure they ask for some help and advice. We are all happy to support and it is never a problem to raise a concern about the behaviour of an individual/group. We will work alongside you to help to resolve the issues and support the learning in your classroom.

You can seek support from your year group partner, other colleagues and SLT.

If staff have a pastoral concern or want to find out more about a particular pupil, they can speak to Emily Williams as SENDCO or Kate T-B as DSL who will be happy to talk.

Dealing with Behaviour Incidents:

	Step	Action
1	Reminder	A verbal reminder of our three simple rules (A,B,C) and highlight children who are displaying these.
2	Caution	A clear verbal caution delivered directly, but quietly and privately, to the child. Make them aware of the expected behaviour and the consequence if they chose not to display it. Ask them to think carefully about their next choice, step away and give them time and space to choose.
3	Last chance	Speak to the child privately and give them a final opportunity to make the correct choice (if possible, remind them of a time they have shown the desired behaviour.) At this point, explain to the child that they will have to miss 5 minutes of their next playtime as a time owed 'outcome' to complete work. If in the playground they can stand with you for 5 minutes. (Don't get caught up in secondary behaviours here and make sure you and the child get some time for snack, drink, and a break).
4	Time out	You and the child may well need a break to reset. Quietly explain to the child that you would like them to go to the classroom next door. Once there, your colleague does not need to talk to the child about their behaviour, they just need to supervise them for a few minutes.
5	Behaviour report	If poor choices continue over the course of a week, record examples on CPOMS and make a call home to parents to inform them about behaviour and about the behaviour report. Teacher uses the template to personalise the expected behaviours statements and complete this on a daily basis and send home too. Agree with parents that any work not completed in class due to poor behaviour will be sent home for completion. Child takes the report to SLT after 5 days. After 10 days, teacher decides if more time on report is needed or whether to escalate to SLT. Teachers to upload scans of the reports to CPOMS along with their decision.

6	SLT behaviour meeting and report	Teacher to discuss concerns with KTB/EW. SLT to arrange and hold a meeting with parents and class teacher. Child to then be put on SLT behaviour report which includes a daily check with a member of SLT. If behaviours do not improve then SLT will consider, removal from playground, internal exclusion, suspension or permanent exclusion on an individualised basis.
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Serious Incidents

Serious or repeated inappropriate behaviours should be reported directly to the senior leadership team, including through a written record on our electronic system CPOMS. These may include a serious physical, racial, misogynistic, homophobic abuse or any behaviour that poses a safeguarding risk. A decision about how to deal with this in a way that is appropriate to the individual child, and their age and stage of development can then be made. This will include discussions with parents.

For children whose behaviour poses a threat to the safety and/or education of others.

For a case of 'extreme' behaviour, such as a child's poor behaviour leading to a serious incident or re-occurring incidents that have a detrimental effect on the safety and education of the child and others, other forms of outcomes may be considered. Parents will always be informed of these outcomes. These might include loss of privileges for example loss of break / lunch time, school-based community service (such as tidying areas of the school), being placed on 'behaviour report,' use of a radio to call for SLT support possibly resulting in short periods of time working outside of the classroom (short term removal from class) and internal suspension. Removal will be distinguished from the use of hippo spaces, sensory or nurture rooms for non-disciplinary reasons, e.g. as part of a planned response to help a pupil regulate their emotions. School will ensure the removal location will be an appropriate area of the school, is a suitable place to learn and refocus and is supervised by a member of staff. Following removal, school will have a clear process for the reintegration of any pupil back into the classroom when appropriate and safe to do so. Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- and
- c) to allow the pupil to regain calm in a safe space.

With any short-term removal or internal exclusion, school will ensure access to drink, food and toilet facilities are provided.

The Head teacher, in consultation with the Governing Body, may also decide to use the following outcomes:

- Suspension
- Permanent Exclusion

Suspension and exclusions are a last resort and may be used in response to a serious, persistent breach of the school's behaviour policy. The Head teacher's decision to suspend a child will be made in line with the principles of administration ensuring it is lawful, rational, reasonable, fair and proportionate.

Parents have a duty to ensure that their child is not present in a public place in school hours during a suspension unless there is reasonable justification for this. Parents may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified dates of the suspension.

Bullying

There is no legal definition of bullying. However, the DfE states it's usually defined as behaviour that is:

- repeated

- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
It takes many forms and can include:
 - physical assault
 - teasing
 - making threats
 - name calling
 - cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Definitions of different types of bullying and details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Sexual Harassment and Violence, Anti-racism and Homophobia – termed 'Hate' Incidents

All stakeholders at Howley understand the best way to ensure incidents of this nature do not arise is to build an inclusive school culture where respect and care underpin the heart of our ethos and curriculum.

Should any sexual harassment, sexual violence or hate incidents occur the school will ensure that they are met with a suitable response, are never ignored and are recorded on CPOMS. School is duty bound to inform the Local Authority as part of their duty: Reporting prejudiced based incidents and hate crimes in schools and settings.

Bullying and racism can sometimes be intertwined. All staff work very hard to make Howley Grange a safe place for all, where every child knows that racism and bullying will not be tolerated.

Please refer to Howley Grange's Safeguarding Child Protection policy for more information.

Screening and Searching Pupils

Howley Grange retains the right for staff to search and confiscate items from children in line with the DfE guidance '*Searching, screening and confiscation*' July 2022.

All screening/searching will be done respectfully, with more than one adult present and in a manner that keeps the child fully informed of each stage of the process. Confiscated items may be kept by staff and collected by the parent or carer at the end of the school day. Any prohibited items will be passed to the appropriate external agency and parents or carers will be contacted. Searches are usually completed with the consent of the individual being searched but, some circumstances, searches may be carried out without consent.

Mobile phones / devices are only permitted to be in school for children in Years 5 and 6 providing parental consent has been given and they are stored in the main office during the school day. Please see our separate Mobile Phone and Devices Policy.

Further information and advice can be found at the following link:

[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106222/Searching_screening_and_confiscation.pdf)

The Use of Reasonable Force

Prevention and de-escalation are used to reduce a reliance on restrictive interventions, however there may be circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence

3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Records are kept by school and parents informed on the same day following a 'significant incident'.

Pupils' conduct outside of school premises

We have the power to ensure outcome for pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This would be in response to non-criminal poor behaviour and / or bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. This includes:

- when taking part in any school-organised or school-related activity, e.g. residential / visits
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Behaviour issues online can be very difficult to manage given issues of anonymity and that they can occur off the school premises. Pupils should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. As a school we ensure there are outcomes for pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Behaviour Expectations for Visitors to School

Howley Grange Primary School is committed to dealing with all members of our school community fairly and impartially to provide a welcoming and safe environment for all.

We have a duty to ensure that our premises are a safe place to work and for children to attend. There is no automatic right for parents to enter our school as set out in section 1 of the 'Controlling Access to school premises' guidance. Therefore, we must deal effectively with any rude or aggressive visitors to our school, including parents and carers.

Schools are private property. People do not have an automatic right to enter unless they are granted permission by the headteacher and follow visitor procedures, particularly those relating to safeguarding children, whilst on the school premises. Parents have an 'implied licence' to come on to school premises at certain times, for instance:

- for appointments
- to attend a school event
- to drop off or pick up younger children

Our school community is supportive and cohesive however, should there be an incident of unacceptable behaviour, Howley Grange will take any action that it considers necessary to deal with the risk to staff and/or pupils, which may affect whether the person exhibiting the behaviour outlined, can come on to the school premises.'

Behaviour which our school considers to be inappropriate includes that which is abusive, offensive or threatening and causes any kind of nuisance or disturbance, such as:

- refusing to follow the reasonable instructions of staff, e.g. refusing to move from a specified location, to cease behaving in a certain manner or to leave the site or causing an obstruction or health & safety hazard
- being verbally aggressive, e.g. by swearing, threatening or shouting at others on the premises
- being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person.

There are many actions that can be taken by Howley Grange, these may include:

- restricting the manner of contact with school e.g. email only
- issuing verbal warnings
- escorting visitors off school site
- calling the Police and assisting them in any investigation
- issuing warning letters
- banning the person from the premises for a specific length of time/pending investigation
- seeking compensation claims
- court injunctions

Parents and other visitors to school can find information regarding conduct in our 'Safety Advice and Conduct for Visitors' leaflet which can be found at the main entrance. This includes:

- Treating all members of the school community with respect
- Respecting school property
- Not taking photographs of pupils
- Ensuring any 1:1 working is clearly visible to others
- Not engaging with any pupils on social networks
- Storing mobile phones safely away from pupils and not them in the presence of pupils

We are hopeful that we will not need to take any of the above actions as working in partnership with yourselves will always be our aim. However, we have a duty of care to our children and staff to ensure their safety and wellbeing is always our top priority.

Date January 2026

Date of next review January 2027

K Trueman-Brown

Emotion Coaching

Step 1 (CA)-Recognise, empathise, validate & label-it's ok to feel all emotions.

Step 2 (L)-Limits

Make it clear some behaviour is not ok and set expectations.

It's ok to have big feelings, it's not ok to xxxx.

Step 3 (M)-Problem-solve and repair

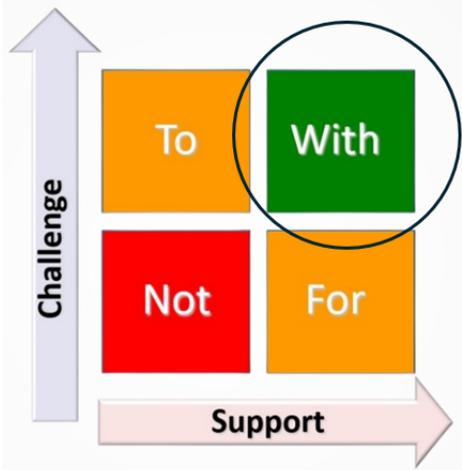
Only when child is calm and in rational state.

Explore, problem solve, discuss solutions, restorative conversation.



C	Connect 	The first step does not require words or actions. It is a chance to tune in to the child or young person and try to work out how they may be feeling in that moment. Look for physical signs (eg. clenched fists/crying) and verbal signs (eg. shouting/swearing) of the emotion being felt. Take a moment to ensure you feel calm and ready to acknowledge the emotion and set a limit if necessary.
A	Acknowledge 	<p>You seem angry as you're clenching your fists and shouting</p> <p>I can see that you're feeling upset. I wonder if it is because...</p> <p>I'm sorry that happened to you. You must feel very...</p> <p>It's normal to feel angry about that. I would feel that way too</p> <p>I can understand why you might be feeling sad about...</p> <p>I can see that you are kicking the wall in frustration. I would be feeling upset too if...</p>
L	Limit 	<p>It is ok to feel angry, but it is not ok to throw things at your sister</p> <p>The rules are that you give me your phone before bed so you can have a good night's sleep</p> <p>In this house, the Xbox is turned off at 7pm so that is what I am going to do</p> <p>We don't push people because it could hurt them</p> <p>It is not OK to swear at me</p> <p>I am going to take this stick because I need to keep everyone safe</p>
M	Make a plan 	<p>Exploring</p> <p>How were you feeling when that happened?</p> <p>What were you trying to achieve by...?</p> <p>Problem Solving</p> <p>Let's think of what you could have done instead</p> <p>Can you think of a different way to deal with your feelings?</p> <p>Solutions</p> <p>Next time you feel like this, you can go to the safe space we have agreed</p> <p>Do you think that going for a lap around the field would be more helpful?</p>

Restorative Practice



Healthy relationships are based on high challenge, high support are most likely to result in sustained change.

Restorative practice is a term used to describe a way of **being**, an underpinning ethos, which enables us to build and maintain healthy relationships, resolve difficulties and repair harm when relationships breakdown.

“Strike while the iron is cold!”-Mark Finnis

“The Language we use creates the reality we and others experience”

Any account you give from your perspective should be without judgement. **Avoid and then YOU decided it would be a good idea to xxxx**

Punishment just creates resentment rather than reflection – separate the deed from the doer!

Connect before content (of conversation)

Restorative conversations should allow people to express their story/reflect, consider impact and be focussed on solutions.

- 1. What Happened?** *Could ask what were you thinking/feeling at the time?*
- 2. Who has been affected by this?** *Could ask how have they been affected? Some gentle encouragement may be needed here so they can see bigger picture, likely to be an ego centric response initially.*
- 3. What needs to happen next?** *How could we change future outcomes? Don't force an immediate apology. The best apology is changed behaviour.*