

Pye Green Primary Academy

Behaviour and Relationships Guidance

2024/2025



Last reviewed	November 2024
Next review date	November 2026

This policy should be read in conjunction with the:

- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- E-Safety Policy

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AIMS

- To create a calm, purposeful and respectful learning environment where relationships are valued and drive achievement
- Establish a consistent, whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To develop self-aware learners who take control of their behaviour and are responsible for the consequences of it
- Teach appropriate behaviour through positive interventions and a restorative approach
- Recognise good behaviour sincerely

At Pye Green, we recognise that clear structure and predictable responses have the best impact on behaviour with calm, consistent and safe adults being key to success.

This policy therefore sets out the rules, relentless routines and visible consistencies central to our ethos.

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have a bespoke positive behaviour plan which may include different approaches to reinforce positive behaviour.

LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE).

[Behaviour in schools - GOV.UK](#)

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Searching, Screening and Confiscation](#)

[Keeping children safe in education 2024](#)

[Equality Act 2010: guidance - GOV.UK](#)

[School suspensions and permanent exclusions - GOV.UK](#)

[Use of reasonable force in schools - GOV.UK](#)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

SCHOOL VALUES



All members of the school community are expected to uphold these values.

ROLES AND RESPONSIBILITIES

Greenheart Learning Partnership will:

- Monitor the effectiveness of the policy
- Hold the Headteacher to account for the implementation of the policy
- Ensure that this policy does not discriminate on any grounds, including, but not limited to, age, disability, race, religion/belief, sex or sexual orientation.
- Handle complaints regarding this policy, as outlined in the School Complaints Procedures Policy

The Headteacher and the Senior Leadership Team will:

- Review and approve the policy
- Be a visible presence in school to encourage appropriate conduct
- Recognise and reinforce positive behaviours throughout school
- Promote a calm and dignified whole school culture
- Ensure staff receive appropriate, quality CPD relevant to their role
- Hold staff to account for consistent application of the policy
- Provide thorough induction for new staff
- Review behaviour data regularly to target and assess interventions and school-wide behaviour policy and practice
- Support staff in returning learners to learning
- Support teachers in managing learners with more complex or entrenched negative behaviours
- Encourage use of positive phone calls and communication with parents/carers

All staff will:

- Meet and greet children each morning when learners enter the classroom
- Plan lessons that engage, challenge and meet the needs of all learners
- Make regular and effective use of 'Recognition Boards' and ensure they are embedded into the classroom ethos
- Establish their expectations and maintain clear boundaries of acceptable behaviour
- Give 'first attention for the best conduct'
- Refer to the school values and 'zones of regulation' throughout the day
- Consistently model positive behaviours, be fair and just
- Build relationships with all children in their class
- Create a calm and safe learning environment
- Give children a 'way out' of their behaviour pattern
- Help children learn and feel confident
- Give children a 'fresh start' each lesson
- Demonstrate consistent respect even in the face of any disrespectful learners
- Engage in reflective dialogue with learners
- Take full responsibility for pupils in their class
- Never ignore or walk past learners who are behaving badly
- Follow any individualised behaviour plans and external professional advice for specific pupils
- Support children to regulate their emotions as required
- Be sensitive and emotionally responsive to a child's behaviour
- Record behaviour incidents on Bromcom

Parents and carers should:

- Familiarise themselves with the school Behaviour Policy
- Reinforce the school values at home if required
- Support their child in following the school policy
- Inform the school immediately of any circumstances that could affect their child's behaviour
- Discuss any behavioural concerns promptly with the class teacher
- Interact respectfully with all members of the school community
- Be supportive of school

The involvement of parents/carers is key to a child's success. Positive impact on children can be achieved by working together as a team, listening to each other and being respectful.

PROMOTING AND RECOGNISING POSITIVE BEHAVIOUR

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. This is the key to developing positive relationships, including those learners who are hardest to reach.

Our staff are encouraged to recognise and reward effort at all times – *recognition is a guaranteed relationship builder*. Staff at Pye Green Academy are expected to effectively manage their classroom whilst promoting children's social, emotional, and academic competence. Continued professional development for staff focusses on strengthening teachers' classroom management strategies, promoting children's prosocial behaviour, and ultimately minimising disruption to learning within lessons. By employing techniques recognised in the 'Incredible Years Teaching Pyramid' (Appendix 2) staff give pupils the opportunity to thrive in their lessons.

At Pye Green Academy, our aim is to foster a culture where pupils take ownership of their behaviour and strive to be the best version of themselves. We use reward systems as part of the broader classroom management strategy and staff provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.

<p>Deliver Quality Lessons</p> <p>Lessons will be well paced; children will not be sitting for long periods of time and all minutes will be used effectively for learning.</p>	<p>Get to Know Our Children Well</p> <p>There is no better tool for a teacher than knowing their student well.</p> <p>We will always take the time to listen to children.</p>	<p>Recognise Learning Needs</p> <p>Regular and targeted staff professional development is integral to our school ethos.</p> <p>Staff will use reasonable adjustments to meet the needs of their learners.</p>
<p>Use Positive Reinforcement</p> <p>Rewarding good behaviour to reinforce it makes it more likely to happen again.</p>	<p>Build Positive Relationships and Foster Mutual Respect</p> <p>Good relationships between teachers, children and families will positively impact on learning.</p>	<p>Set Consistent Expectations and Boundaries</p> <p>Help children understand and meet behaviour expectations.</p>
<p>Model Behaviour</p> <p>Being a positive role model and behaving in the way you expect children to is central to our ethos.</p> <p>Staff will teach positive learning behaviours alongside managing misbehaviour</p>	<p>Use Positive Language and Body Language</p> <p>We understand that praise is a powerful tool to teach positive skills, and a warm, welcoming environment is where children will learn best.</p> <p>Our staff also ‘listen without judgement’</p>	<p>Expect Children’s Full Attention</p> <p>If a child is not focussed on staff, they will not be listening. Staff will gain attention before delivering instructions.</p>

The following are consistent across all classes in school.

- 1) Each classroom has a recognition board where a target will be set. This target is decided by the class teacher and can be limited to a session target, a daily or weekly target. This target will be linked to a social or learning behaviour that the children need to develop, consolidate or refine. Each child should strive to get their name on the recognition board for achieving the target. This is celebrated in class by a class whoop, clap or any other appropriate response as agreed between the children and teacher. The ‘recognition’ takes place throughout the lesson and is awarded for effort. When appropriate, the children have shared responsibility for the targets that are set.
- 2) Achievement certificates are awarded to children and presented in a Friday assembly every other week. The child’s parents/carers are invited into school for the achievement assembly to see the child presented with the certificate.
- 3) Ensuring that praise is direct and acknowledges effort. It will also be put into context for the child ‘*Thomas, the effort you have put into that diagram to make it accurate is impressive*’. Staff at Pye Green sincerely recognise effort.
- 4) Teachers are expected to recognise and then send pupils with examples of exceptional work and behaviour to the Headteacher or other members of staff/subject leads to be congratulated and praised.
- 5) Positive notes should be sent home by school staff during the week for exceptional effort or behaviour. Staff should aim for at least two per week. *One positive note, one positive call home, every week, every adult.*

- 6) Rebuilding positive climates every lesson. Staff will recognise behaviours they want and deliberately search for those positive behaviours.
- 7) House points are collected when children are recognised by staff. This could be linked to values, class targets or learning. These are earned cumulatively, and the winning team receives a reward at the end of each half term. Children will be told exactly what the house points are being awarded for.

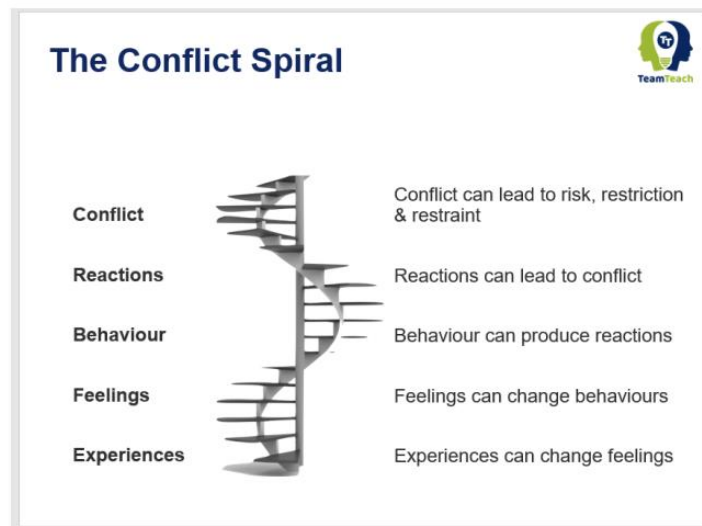
RESPONDING TO UNEXPECTED BEHAVIOUR

At Pye Green Academy, we recognise that some children, including those who are in care, have left care to live with permanent families, those who have experienced parental separation and bereavement, refugees and young carers are not always best served by traditional behavioural management strategies. Children who exhibit behavioural needs will have a behavioural management support programme put in place - this will include a positive behaviour plan and individual behaviour plan. In these instances, we work closely with families and other agencies to ensure that any sanctions are meaningful, consistent and appropriate to the individual child and their circumstances.

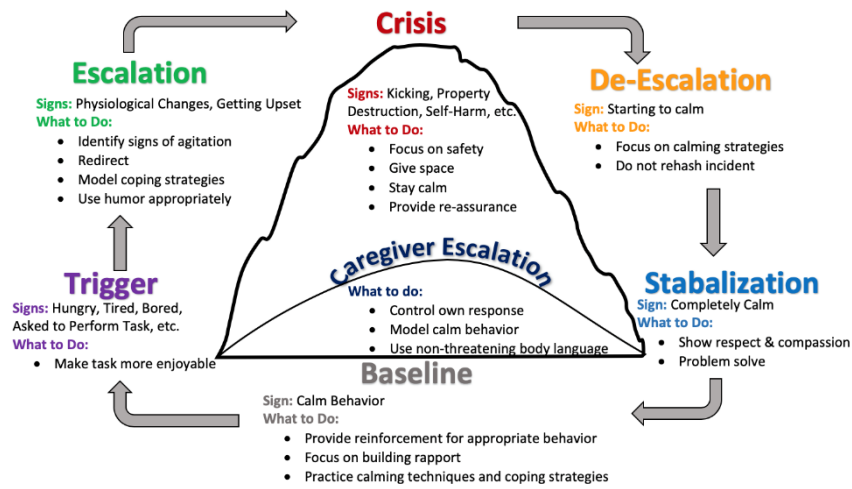
DURING LEARNING TIME

Engagement with learning is always our primary aim at Pye Green Academy. For the vast majority of our learners, a gentle reminder is all that is needed, although we recognise there may be some occasions when it is necessary for a child to leave their classroom for a short period of time before reengagement can take place. Staff will always deliver any sanction calmly and with care. *It is in nobody's interest to confront poor behaviour with anger.*

We understand the impact the ‘Conflict Spiral’ can have on children and their reactions.



Our staff all follow the principle: *Praise in Public and Remind in Private*. Our whole team follow a ‘cascade’ model which involves dealing with disruptive and rule-breaking behaviour in a ‘stepwise’ approach. It is important to note that there should be flexibility in enforcing sanctions depending on the severity or frequency of the child’s behaviour. Staff should also be sensitive to the individual and consider why certain children are resorting to certain behaviours. Responses to the behaviour may differ depending on the cause. Through Team Teach training (September 2024) all staff are aware of ‘Stages of Distress and Support’. Staff will look for early warning signs and opportunities to deescalate situations.



For serious breaches such as violence, racism, homophobia or aggression, no warnings will be given, and the model below should not be followed. In these circumstances, staff should send a radio message asking for an additional adult and state their location.

Our underpinning ethos is that it is the behaviour of the child that is unacceptable, not the child him/herself. Therefore, all staff should follow a cascade model when dealing with incidents and allow enough ‘take up time’ for self-reflection between each step.

Verbal Nudge	Staff will redirect the pupil to the agreed boundaries for behaviours for the lesson. They will explain to the child what he/she has done wrong.
Thinking Time	
Warning and a minute (part 1)	Staff will establish that the child is being warned at this point and ensure he/she understands why the behaviour is unacceptable. They will be given up to a minute of positive attention to help get them back on track. Staff will explore with the child the affect that the behaviour is having on others.
Restorative take up time	
Warning and a minute (part 2)	Staff will return to check on progress after the conversation. Changed behaviours will be praised and an acknowledgement of better choices.

DEALING WITH SERIOUS BEHAVIOUR INCIDENTS

Unacceptable behaviour that disrupts learning or is physically/mentally detrimental to other children is taken extremely seriously and will be dealt with appropriately and fairly throughout the school. Teachers record behaviour events on Bromcom and individual behaviour points are allocated.

Children who gain numerous behaviour points or require multiple restorative conversations will meet with parents and a member of the Senior Leadership Team to discuss the behaviour and what the next steps may be.

A parent will be asked to attend a formal behaviour meeting with the Headteacher if the child's behaviour is deemed to not be improving.

There is an element of flexibility in enforcing sanctions depending on the severity or frequency of the behaviour that is being demonstrated. Responses to behaviour may differ depending on the cause.

- Children who present certain behaviours may be given an 'individual behaviour plan'. This will outline targets for them to work towards as well as strategies supporting them to achieve them.
- Individual report cards/home school link books may be used in certain circumstance.
- Privileges may be withdrawn to enforce the Behaviour Policy and to keep our children safe.
- Loss of playtime can be applied for not working appropriately during a lesson. This sanction must only be used if the member of staff is confident that the work being undertaken was of an appropriate level and reminders and cautions have been given to the child during the lesson.
- Where a child grossly or persistently misbehaves he/she may be required to miss a number of successive lunchtimes/playtimes and this will be recorded on Bromcom and kept on the child's file.
- Loss of PE or other areas of the curriculum will not be used as a punishment although, where a child grossly or persistently misbehaves at swimming lessons he/she may be required to miss one, or a number of, lessons. This will be in extreme cases, usually where the behaviour has created a situation that may become unsafe for the child or others, and the number of lessons missed will be kept to a minimum. The decision to stop a child attending a swimming session can only be taken by the Headteacher. Parents will always be contacted before this happens.

Off-Site Incidents

Behaviour sanctions can still be applied where a pupil has misbehaved off-site. This could be when a child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any way identifiable as a pupil of our school
- Posing a threat to another pupil
- Adversely affecting the reputation of the school

Online Incidents

The school will issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

Online behaviour taking place outside of school and not fulfilling the above criteria will be the responsibility of the parent/carer. School will support in online safety education and engaging with professionals, such as the police, where appropriate.

Searches and Confiscation of Items

A search can be carried out within school if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed.

Staff will confiscate any item that is harmful or detrimental to school discipline. If appropriate, these items will be returned to pupils after discussion with senior leaders and parents.

Suspensions and Exclusions

The Headteacher may consider a period of internal suspension as a suitable consequence for continued poor behaviour or an alternative suitable consequence.

Some behaviours may result in an immediate fixed term suspension being imposed. All suspensions will follow DfE guidance. Suspensions may be imposed for:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Using abusive /offensive language
- Possession of a weapon
- Assaulting a member of staff
- Extreme behaviour that may jeopardise the safety of the pupil or others in school
- Consistent disruptive behaviour that is impacting on the learning of others

Suspensions will be decided by the Headteacher and will only be considered where there is clear evidence that the behaviour policy has been adhered to.

A permanent exclusion may only be issued by the Headteacher. The decision to exclude a pupil permanently will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Use of Reasonable Force

Schools can use reasonable force to:

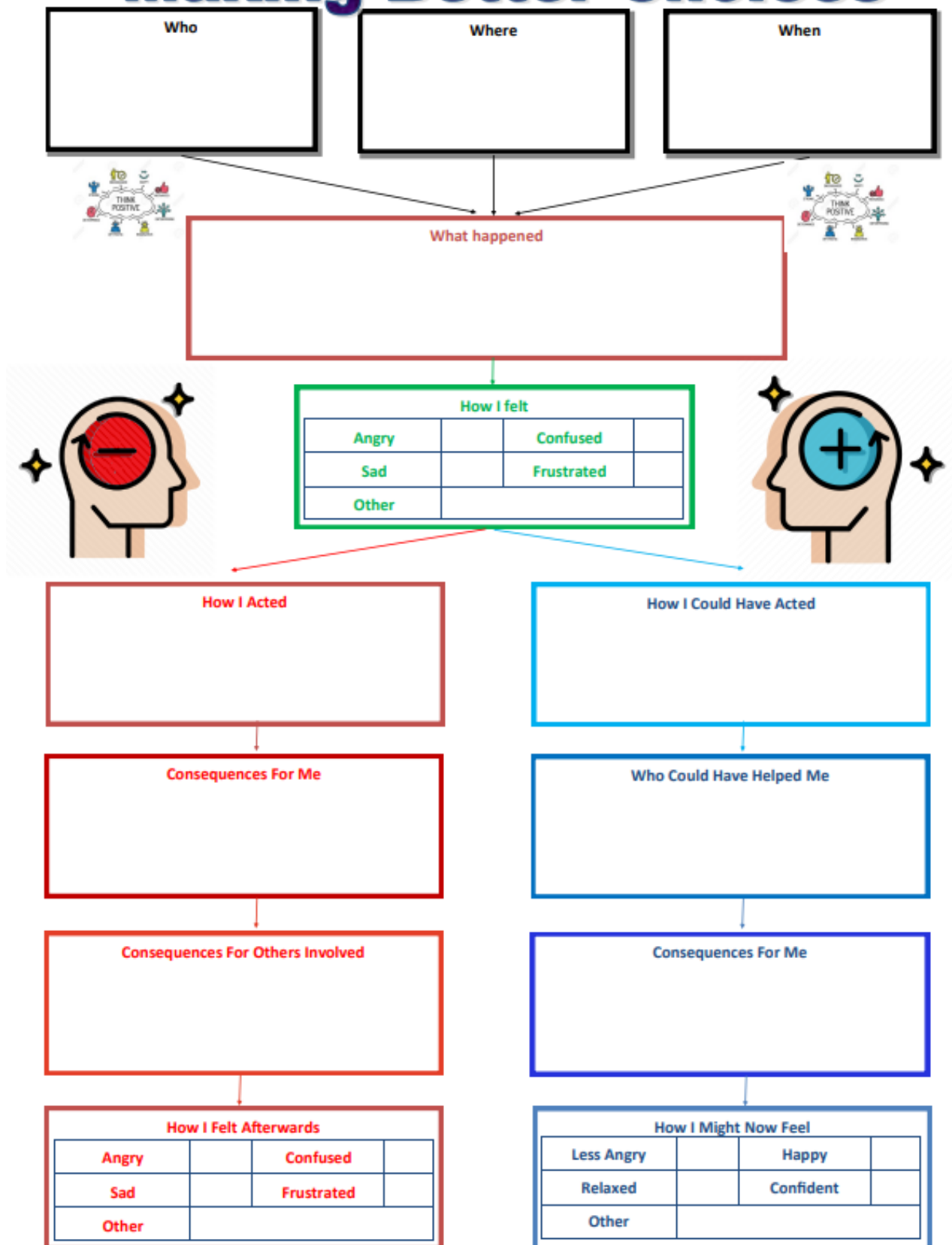
- Use or remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment

All staff received Team Teach training in September 2024.


Appendix 1

Making Better Choices



How Others Felt	
Other pupils	
Friends	
Parents	
Teachers	

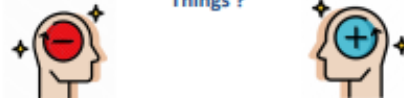
Was This a Positive or Negative Way of Dealing With Things ?



If you continue to think and act in negative ways then the consequences will not change and you will continue to repeat the same behaviours.

How Others Might Now Feel	
Other pupils	
Friends	
Parents	
Teachers	

Was This a Positive or Negative Way of Dealing With Things ?

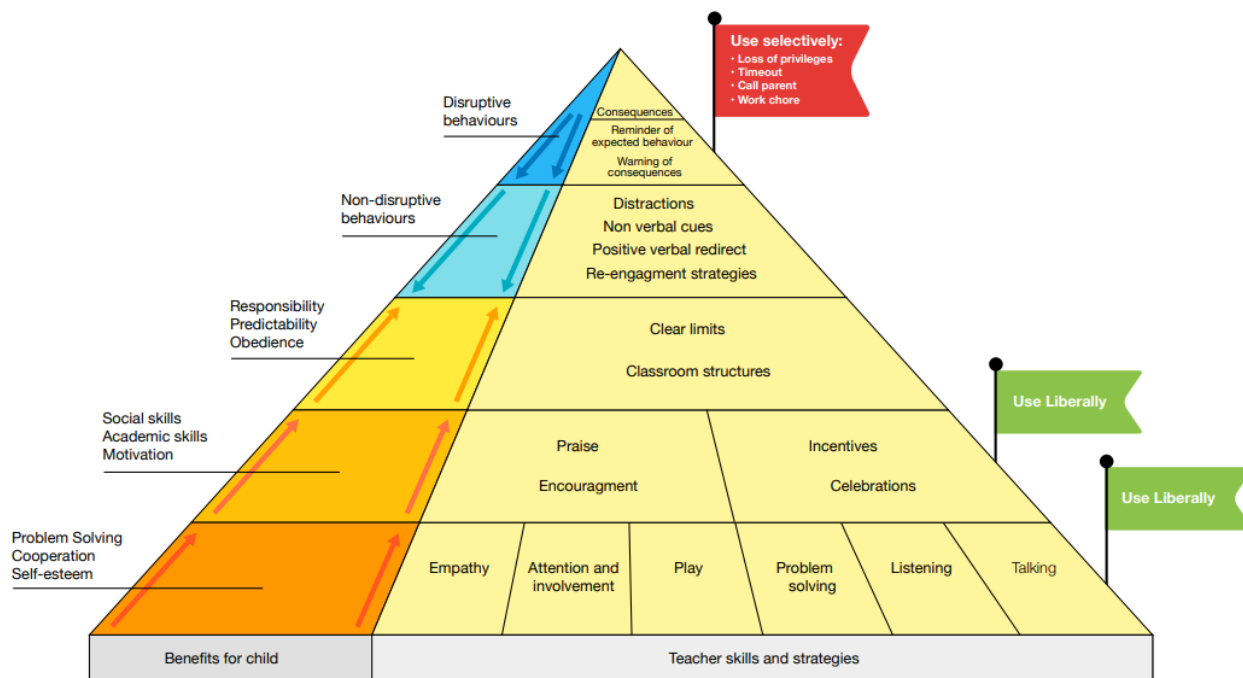


Acting in a positive way not only has a good impact on you but also has a positive impact on others.



Appendix 2

Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.