

Potters Gate CE Primary School, St. Andrew's Infant School and Care Club

Review Period:	Annual
Next Review Due:	November 2026
Governor Lead	Safeguarding
Staff Lead	Head Teacher

Behaviour and Relationship Policy

School Ethos and Vision

"I have come that you may have life - life in all its fullness,"

Developing in our children the ability to find joy in life, the natural world, finding moral strength for their own lives.

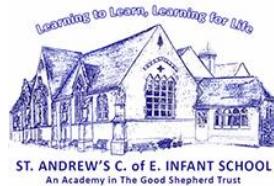
We celebrate our differences, welcoming families of different faiths, social and ethnic backgrounds to our school family

The Local Committee Members of Potters Gate Primary School, St. Andrew's Infant School and Care Club believe that the school Behaviour and Relationship Policy should reflect the following principles:

1. Potters Gate, St. Andrew's and Care Club provides a safe environment in which all pupils are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face.
2. Respect – for each other, staff and other adults and for their environment, is at the heart of the school's Christian ethos.
3. Courage and resilience to overcome difficult situations and move on from them positively, restoring good relationships with others.
4. Perseverance in their attitudes- in both the school and their work.
5. Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self-discipline and to take responsibility for their actions.
6. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
7. The school Behaviour and Relationship Policy should be based on the principles of positive behaviour management. Whilst responses to the behaviours may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.
8. Strong relationships between staff and pupils and parents are vital. Staff must be fair and consistent with children(taking into account individual needs). 'The first tool to rethinking success is to review the value of relationships.' *Paolo Gallo*.



Potters Gate CE Primary School



The Behaviour and Relationship Policy should be read in conjunction with the following policies:

- Anti-Bullying
- Teaching and Learning
- SEND and Inclusion
- Equality Policy
- Safeguarding including allegations against adults and staff code of conduct
- Complaints
- Alternative Provision
- E-safety

General Expectations

It is important to have high expectations for all of our children while recognizing that some children have specific needs.

The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

READY

RESPECTFUL

SAFE

Staff should ensure good routines for their classroom and for when their children are around school.

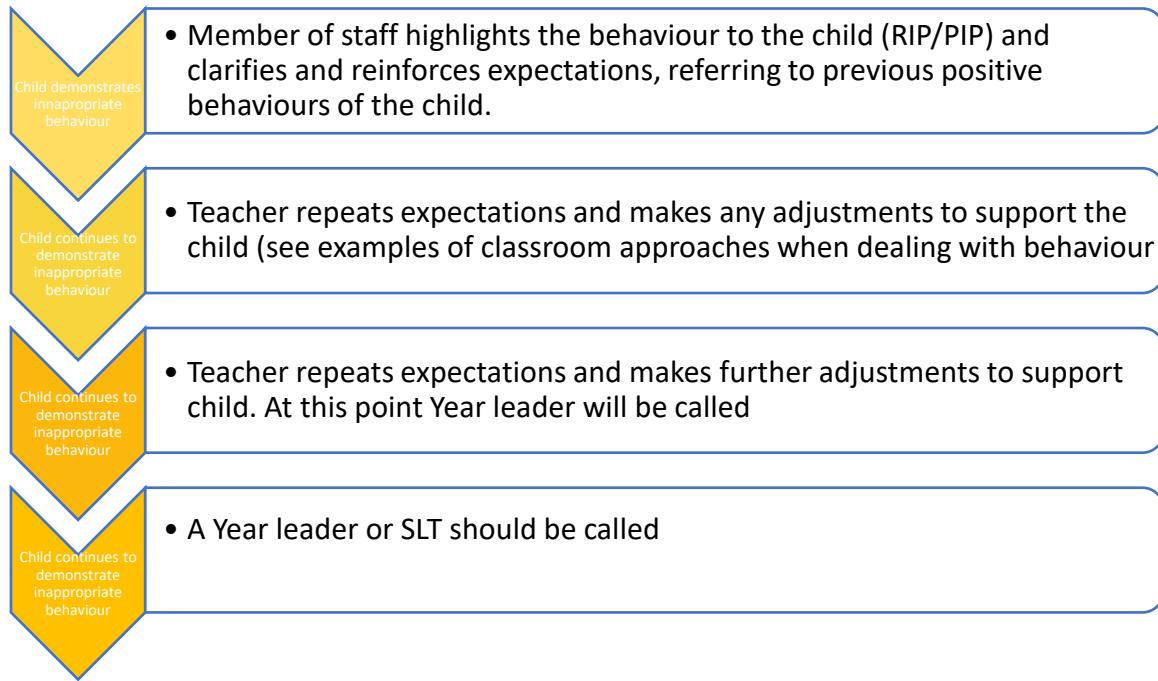
These expectations are reinforced through values-based worship and any interaction with children.

It is everyone's responsibility to challenge children where these expectations are not met but equally comment positively when they are.

Good routines should be in place for:

- Start and end of the school day
- Transition times
- Lining up and walking into worship
- Moving around the school
- Break and lunchtimes

What to do if a Child is showing inappropriate behaviour



The school believes that the strongest approach to support a child is through the relationship with the adult.. At all points try to ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognize their effort and any chances they have made.

At the end of the lesson the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

If behavior repeats the teacher may want to record the behaviour on a 'Behaviour Tracker'.

Behaviour Trackers

In order to track behavior and ensure the appropriate action is taken to reduce further disruption a daily tracking sheet (see appendix) is completed for the following:

Session 1:Start of the day up to break time

Session 2:After break up to lunch time

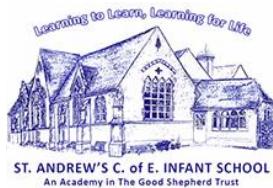
Session 3:After lunch and up to the end of the day

Lunchtime

Class teachers are responsible for recording sessions 1, 2, 3. Where children are in any groups, the group teacher should inform the class teacher of any concerns from the particular lesson.



Potters Gate CE Primary School



ST. ANDREW'S C. OF E. INFANT SCHOOL

An Academy in The Good Shepherd Trust



THE GOOD
SHEPHERD TRUST

Staff on duty at breaktime should inform the child's class teacher of any concerns at break time and a Cpoms behavior log completed. At lunchtime a separate set of tracking sheets kept for children that raise concerns more frequently.

The class behaviour trackers are uploaded onto Cpoms at the end of the week. They will be reviewed by the inclusion team and check in with any children that need it and agree with teachers any contact arrangements with parents.

General Responses to Incidents

Children will have the opportunity to reflect on their actions and the impact this may have on others. Below are some examples for situations that may occur in school and the types of response that are appropriate.

Incident	Type of Response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture or an action. We do not force children to say sorry
Incident relating to theft, damage to property	Where possible a natural reparation should be used eg clean graffiti off the door, clean up mess, pay for replacement item. Where it is not possible a close alternative can be used. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
The particular activity has been causing issues eg. Football	Work with staff needed in order to ensure subsequent participation can be successful. Eg having reduced time, supervision, or not taking part in the activity.
Child being disruptive in lessons	Child remains in for some or all of break to catch up with the work that hasn't been completed. OR The need for a discussion with teacher regarding behavior and how to improve this in the next session

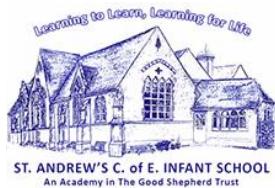
Concerns with a Child's Behaviour

As a general principle where a class teacher has a concern about a child (one off incident or general concern) they should contact the child's parent to inform them of the concern and discuss what is happening in school. This contact should be recorded on Cpoms. Where the teacher feels additional support or action is required to support the child, they should contact the Senco and/or the inclusion team to discuss this.

Behaviour trackers will be reviewed by the inclusion team and any children who appear to be causing concern (and whose parents have not already been contacted or spoken to) will have their parents contacted. The child's behavior will then be tracked over the next period. At the end of this period the parents should be contacted to inform them of the progress made.



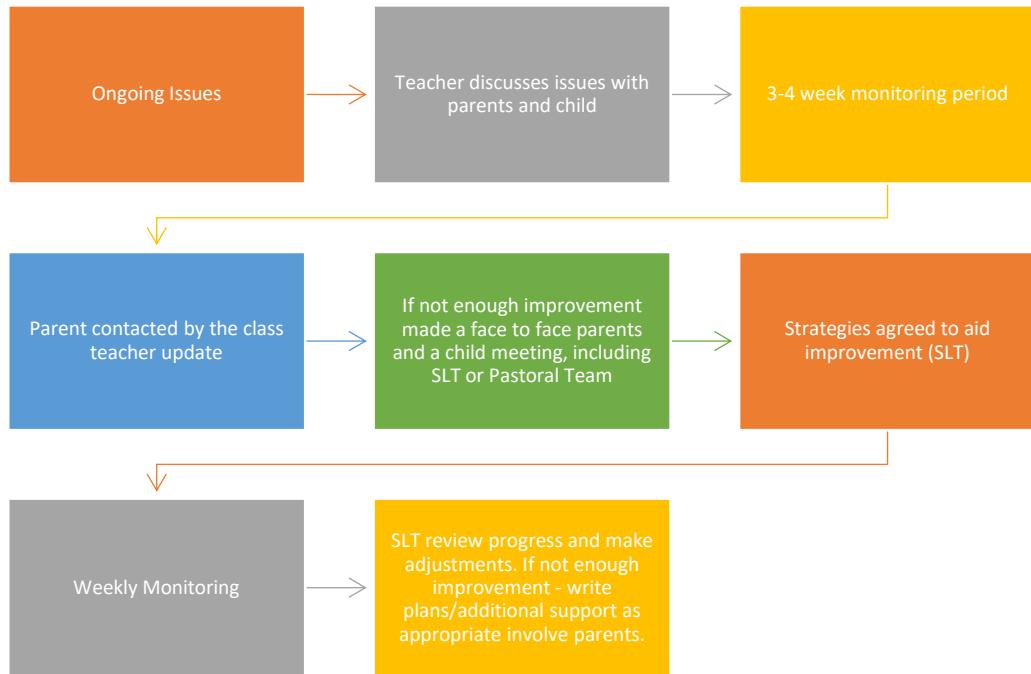
Potters Gate CE Primary School



If no improvement is made during the next period a formal meeting will be held between the teacher, child, parent and a member of the pastoral team. A written plan with clear targets for improvement will be written and monitored on a weekly basis.

Regular contact should be made with parents to update them on any further issues or improvements needed.

In summary:

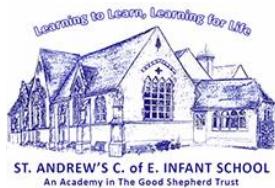


Major ongoing or serious issues

In all cases where the behaviour is a significant cause for concern a Behaviour log completed on Cpoms. This allows a record of the incident to be made and appropriate support and or reparation to be planned for. Any victim or perpetrator indicated on a Behaviour log on CPoms is also monitored on a behavior report on Cpoms for the pastoral team to identify children having difficulties or becoming regular victims.

Behaviour logs on Cpoms should be completed by the person initially dealing with the incident.

Staff (teacher and TA's) should aim to deal with the incident and the reparations and only escalate this to the Leadership Team (Year Leaders and SLT) if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.



If behavior of a child continues, or escalates SEND pathways of needs will be put in place (see appendix E)

Use of Exclusions

These are only used as a last resort and where the safety or effective working of the child(ren) Class/school would be compromised. Wherever possible the use of the pastoral team or SLT are utilized to deal with any significant issues.

Internal and external exclusions are sometimes used if returning a child back into the class may result in significant further disruption to their or others learning – or a significant incident has occurred which requires immediate investigation and time for children to become regulated.

We follow DfE guidance of ' Exclusions from maintained schools, academies and pupil referral units in England'

Appendix A The Pastoral Team

Jayne Venables Headteacher

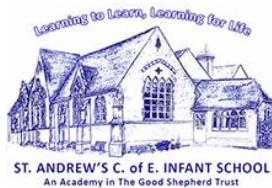
Carol Trottier Deputy Headteacher

Alexis Carpenter	Catherine Newhall	Anna Hutt	Annie Canton	Hollie Brightman	Hannah Fazackerly	Alex Jones
Senco	Senco	Assistant Senco	Therapeutic Lead	HSLW	ELSA	ELSA

Appendix B Approaches to Positive Recognition and Classroom Strategies

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not a comparison with others.



For children with additional SEMH needs we look at the specific needs of these children to determine how we approach the use of personal and public recognition.

At Potters Gate and St. Andrew's we have carefully thought about all types of public positive recognition that are being used in order to maximise the positive impact for all pupils and minimize any potential negative associations.

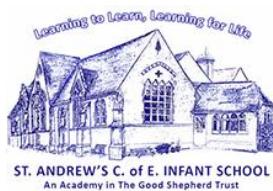
We used systems that are not based on control through bribery of gifts. Consequences are steered towards restorative actions.

Blank class sanctions – eg. The whole class staying in or being held behind are NOT used.

Appendix C Positive Recognition Strategies

The following approaches are used at Potters Gate and St. Andrew's . Any additional approaches must be discussed with the Pastoral Team Leader, Alexis Carpenter/Catherine Newhall. If in any doubt about this advice should be sought from the AHT(Inclusion), the headteacher or Deputy headteacher.

	Purpose	What it looks like	Notes
Individual			
Use of children's work as an example Including showing to other staff.	Increase self esteem and recognition from peers	Work shared in worship, with other members of staff and with parents and other audiences	
Classroom praise-public/private	Increase self esteem and recognition from peers		
Stickers	Visual recognition		
Notes and postcards given in school	Parent/school communication of recognition		
E-mails/phone calls to parents	Parent/school communication of recognition		



Celebration Worship and Values Certificates	Increase self esteem and recognition from peers regarding exhibiting values of the school		
	Increase self esteem and recognition from peers and headteachers		
Head and Deputy stickers			
Group/Class			
Work on display			
Praising Groups			
Marble in the jar			
House points			

Appendix D Examples of Classroom approaches when dealing with Behaviour

Level	3	4	5
Concern	Some minor support on more than one occasion	Needed support on a number of occasions	Significant Support Required
Teacher response or actions	Re-focus child Quiet Word Offer of Support 'Are you ok, do you need anything?'	Direct an adult or give extra support SLT presence for the child/containment Wondering question: Ibrahim, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you	

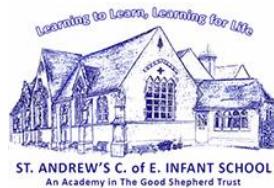
	<p>Cue name: 'Mark, all ok?'</p> <p>Nip in the bud: 'Josh, you're talking and we are all working quietly in this lesson.'</p>	<p>Distraction/redirection Amy please can you go next door and ask Miss C if I can borrow.... Thank you</p> <p>Name the need: I can see that you're very angry because you wanted to play with the trains instead of your phonics. Everyone will get a go at trains this week</p> <p>What do you need options:</p> <ul style="list-style-type: none"> • Learning break • Special box • Go and see someone • Working in a different place eg. SLT rooms
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If a child is requiring significant support in the lesson and the teacher is unable to effectively continue learning for the class, another adult must be called for (usually a member of SLT)

Appendix E Pathway of Needs

Using an example of a child having some difficulties in class – these are the key considerations and actions to be taken:

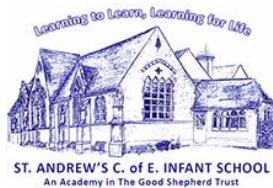
Concern	Universal	Additional	Complex and Significant
Description	General low level concerns or single significant incident (No known additional needs incl SEMH)	Ongoing concerns	SEND/SEMH underlying specific needs OR Ongoing concerns – little or no improvements
Approach	If you don't already know – explore the history of the child including any previous incidents or key information – by checking Cpoms, talking to DSL Team or the Pastoral Team.	If you don't already know – explore the history of the child including any previous incidents or key information – by checking Cpoms, talking to DSL Team or the Pastoral Team.	Strategy meeting held with: Class teacher AHT External Agency Parents Child
	Talk to the child to establish any issues – including the use	Class teacher arranges a meeting with parents, to	Further support plan put in place with clear actions



	of 'wondering' questions	include a member of the pastoral team. Discuss issues and agree a plan of action/support (proactive plan)	and timelines for review
	Set and agree expectations Class teacher contact parents where appropriate	Provision Map Completed STIPS Team involvement	Provision map completed and child added to the SEND Register
	Regular monitoring and discussions with child (and parent if appropriate) including praise for success.	Regular monitoring and discussions with child (and parent if appropriate) including praise for success	
	If not improved enough – move to 'additional needs'	If not improved enough - move to 'significant needs'	



Potters Gate CE Primary School



Level 3

- Pinching, Pushing and threatening or intimidating behaviour
- Swearing
- Insulting remarks about another child and teasing other children
- Refusal to take part in learning or following other instructions from an adult or generally not following school rules
- Bringing in banned items

Response

- Proactive plan
- Parental communication
- Internal conclusion
- Dealt with by Year leader

Restorative Approaches

Community service, social stories, comic strip conversations, restorative conversations

Level 4

- Destroying school property
- Stealing
- Answering back or arguing with an adult
- Leaving classroom without permission on more than one occasion
- Spitting
- Sexualised comments (in line with sexual harassment Government Guidelines)

Response

- Internal exclusion
- Racist remarks reported to LGC
- Parental communication
- Call a planning meeting with professional and parents

Restorative Approaches

Community service, social stories, comic strip conversations, restorative conversations

Level 5

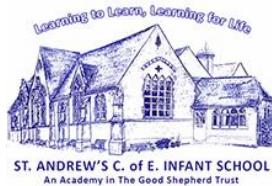
- Bullying (repeated and persistent) threatening and intimidating behaviour, including online.
- Leaving the school grounds without permission
- Physically violent behaviour
- Racist or minority group remarks
- Unsafe behaviour

Response

- Fixed term exclusion
- Proactive plan
- Regular meetings with parents
- STIPS Support

Restorative Approaches

Community service, social stories, comic strip conversations, restorative conversations



Appendix F Behaviours and Responses

Appendix G Home School Agreement

HOME / SCHOOL AGREEMENT

1. Parents should agree to the following please,

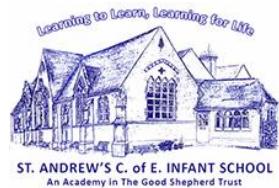
I / We will:

- see that my child goes to School regularly, on time and properly equipped;
- let the School know about any concerns or problems that might affect my child's work or behaviour;
- support the School in the promotion of good behaviour;
- support my child in homework and other opportunities for home learning;
- attend parents' evening and discussions about my child's progress;
- inform the School as soon as possible if my child is absent and send a note on my child's return;
- inform the School of medical problems which may affect my child or their peers;
- not take holidays in term time.

The School will:

- provide every child with access to a broad and balanced curriculum taking account of their individual needs and the requirements of the National Curriculum;
- provide a safe, secure and stimulating educational and playground environment;
- encourage and support every child to reach their full potential;
- contact Parents if there is a problem with attendance, punctuality or health;
- let Parents know about any concerns that affect their child's work or behaviour;
- send home annual reports and assessments and arrange parents' evenings during which progress will be discussed;
- set and mark homework as appropriate;
- keep Parents informed about School activities through letters home, newsletters, emails, texts and posters displayed outside the school.

Signed:.....(Parent)



Signed:.....(Headteacher)