



**Lidget Green
Primary School**

Part of Pennine Academies Yorkshire

Lidget Green Primary School Behaviour and Relationships Policy - September 2024

'The Lidget Green way to developing positive relationships'

Application of the Policy

The policy applies to all staff employed by the school.

Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engaging pupils to support their skills and understanding and engagement with school. In school we create a safe environment in which all pupils can learn and reach their full potential.

Aims

At Lidget Green Primary School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.

The school's Relationships Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The Relationships Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best. This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way.

The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils should be treated impartially and with the Relationships Policy being applied in a consistent and attuned way.

It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

The role of school leaders

The school leadership team is highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders ensure all staff understand the behavioural expectations and the importance of maintaining them. They make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the relationships policy.

School leaders ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs which may at times affect a pupil's behaviour.

School leaders maintain ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, who can help to inform effective implementation, and design, of behaviour policies.

The role of teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.

Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy.

- Developing supportive relationships with pupils is the responsibility of all members of staff.

- Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

- Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour.

- Staff will help pupils to develop a range of strategies to manage expectations.

- All staff are social, emotional, and learning role models for pupils.

- All staff should help pupils to co-regulate to achieve high expectations when necessary.

- All staff treat all pupils in their classes with respect and understanding.

- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

- Staff should receive clear guidance about school expectations of their own conduct at school in our Staff Code of Conduct.

Pupils

- Pupils deserve to be taught in an environment that is calm, safe, supportive and where they are treated with dignity.
- Every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- They are reminded about this on a regular basis and in particular at the start of a new academic year.
- All pupils are aware of the three school rules; Ready, Respectful and Safe.
- Pupils are taught that they have a duty to follow the school relationship policy and uphold the school rules, and should contribute to the school culture.
- Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture during pupil interviews and during conversations around school. This feedback supports the evaluation, improvement and implementation of the relationships policy.
- When children join the school the class teacher will familiarise them with the school behaviour, culture and policy. -All children are individuals. There are many factors which may influence a child's behaviour, including home circumstances, psychological, physical, medical, educational needs or low self-esteem.
- A small percentage of pupils may need more specific behaviour support plans.

Support for pupils who need it

Persistent Challenging Behaviour

Due to the complex needs and vulnerabilities of individual pupils, even after using relational strategies, challenging behaviours may still occur. We believe that relationships make the difference and understand that these take time to develop . Where instances of persistent, challenging behaviour occur reasonable adjustments will be made. In the event of persistent socially unacceptable behaviour, where reasonable adjustments and school interventions have not yet led to sustained improvement in behaviours, the SENDCO - and where appropriate the Headteacher - may meet with parents to discuss the following pathways to success in school.

Positive Behaviour Plan

Parents are required to support the school by attending a meeting to agree a Positive Behaviour Plan (PBP) for effectively managing challenging behaviour, together. The PBP is tiered and follows a graduated response - consisting of:

- Time given to support their SEMH needs and to learn self-regulation strategies.

- A personalised timetable with regular check-ins with a key member of staff.
- Individualised De-escalation Strategies - bespoke to the individual children's needs.
- Parents have weekly check-ins with a member of SLT with the child present to discuss the successes of the week.
- All serious behaviour will be logged on CPOMs and shared with parents within the same day.
- Positive Handling Plan - A plan that aims to reduce the use of physical intervention and in line with Team Teach practice.
- Risk Assessment - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed. An Individual Pupil Risk Assessment (IPRA) identifies what measures can be put in place by the school to support the individual.
- In some cases, the use of a temporarily reduced timetable may be needed. This will be discussed with the parents and child and communicated to the local authority in line with guidance.

The role of parents and carers

- The role of parents is crucial in helping schools develop and maintain good behaviour.
- Parents are made aware of the school's relationships policy when their child/ren enrolls at the school and they agree to a [Home School Agreement](#).
- Parents are expected to adhere to the Home School Agreement and support the actions of the school.
- When working with school, parents are expected to adhere to the parent/carers code of conduct and follow the behaviour guidelines set out in this policy.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- School reinforces the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's relationship policy.

-Where appropriate, parents are included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

-Parents are able to address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team.

-We aim to work with parents to achieve a shared approach and consistent messages between home and school to support their child's emotional and behaviour development.

-Parents are kept informed of their child's behaviour through regular communication with the class .

Trustees

Trustees have the responsibility to establish an overall non-discriminatory policy through which the expectations are made clear. They support the school in its efforts to maintain standards.

Safeguarding

We have a duty to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other agencies. The Relationships Policy should be read in conjunction with the Safeguarding Policy – where concerns arise regarding safeguarding and/or child protection, these should be recorded in writing, signed and dated, and passed on to the Designated Safeguarding Lead (DSL) in school.

School systems and social norms

The behaviour curriculum

Positive behaviour reflects our school values and It is established through creating an environment where good conduct is more likely and poor conduct less likely. Good conduct is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited.

Pupils are taught to;

- To move appropriately in and out of the school building.
- To walk on the left quietly down the corridor.
- To line up facing forwards in a single file.
- To hold doors open for others and visitors.
- To keep their classrooms tidy.

- To push their chairs under the table.
- To clear their table at lunchtime.
- At lunchtime/playtimes when the first whistle/bell sounds children should stop and on the second whistle/bell line up.
- To take care of their own and schools' equipment.
- To be polite to adults and other children.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving themselves or others.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

Emotion Coaching

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

(Gottman 1997)

What is Emotion Coaching?

Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.

Elements of Emotion Coaching...

Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.

Key Elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand.

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. All staff in school have been trained on using this approach with pupils. We advocate that our parents use this method too and regularly hold training and coffee mornings for parents to learn this approach and share their own experiences.

At Lidget Green Primary School we follow the four steps of Emotion Coaching. This approach is

Step 1

- **Recognising the child's feelings and empathising with them.**

Step 2

- **Label the feelings and validating them**

(validating = let the child know why they might be feeling like this and that this is okay)

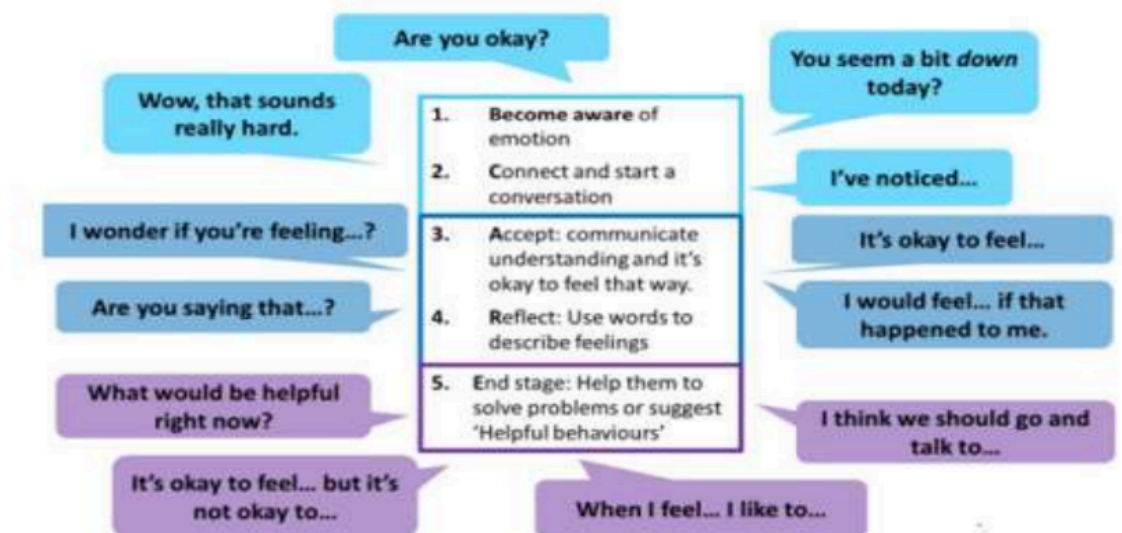
Step 3

- **Set limits on the behaviour (if needed)**

Step 4

- **Problem-solve with the child**

Example questions to use to Emotion Coach pupils;



Our school vision is:

'Learning together in our inclusive family'

Our three school values are:

Inclusion

We include and treat everyone equally and value diversity.

Nurture

We support, care and keep each other safe and help everyone to grow.

Respect

We are kind and show respect to each other to build trusting relationships.

Our rules are:

Ready	Respectful	Safe
<ul style="list-style-type: none"> • School uniform • Full equipment • Active Listening • Take responsibility for their own learning • Be on time • Eaten breakfast and lunch 	<ul style="list-style-type: none"> • Listen to others and expect to be listened to. • Respecting other people's views and opinions • Appropriate language and tone. • Look after the building, displays and equipment. 	<ul style="list-style-type: none"> • Be in the right place at the right time. • No physical contact. • Consider others and their safety. • Stay safe online both in and out of school. • Report any problems to an adult.

	<ul style="list-style-type: none"> Represent Lidget Green at its best, both in and out of school. 	
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Our behaviour principles:

“The standard you walk past is the standard you accept”

<u>Relentless routines</u>	<u>Visible consistencies, visible kindness</u>	<u>Relationships matter</u>	<u>Over and above recognition</u>
Rehearsed 3 word routines in classes	Restorative approaches (not shouting, private)	Daily meet and greets	Recognition boards
Scripted conversations	'Caught being good'	This is how we do it here	Home contact
Line up facing forwards in single file	Walking on the left in single file	Hands out of pockets	Bells/whistles - first ring, freeze. Second line up

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

Lidget Green's consequence steps

1. Supportive Reminder

Reminder of three simple rules (ready, respectful and safe). Delivered privately where possible.

Was that being ready?

Was that respectful?

Was that safe?

2. Warning Clear verbal caution delivered privately where possible, making the pupil aware of their behaviour and outlining the consequences if they continue.

Discreetly record the Warning on the Class Behaviour Tracker as a 1, 2 or 3 (according to the rule broken).

3. Last chance + Time out

Few minutes for the child to calm down, breathe, look at the situation from a different perspective. In the calm zone in the classroom.

Discreetly record the Last Chance on the Class Behaviour Tracker as a 1, 2 or 3 (according to the rule broken).

4. 'Pick up your own tab' - Staff's choice and Repair

If needed - (Referral to SLT)

1. Self regulating space - gives the child and the class/staff a break

<p>Quick catchup, restorative conversation, imposition, detention, or natural consequence</p> <p>Discreetly record the Consequence on the Class Behaviour Tracker as a 1, 2 or 3 (according to the rule broken) and record the incident/consequence on CPOMS.</p>	<ol style="list-style-type: none"> 2. Opportunity to talk, access support and reset - not 'deal' with the behaviour. 3. Quiet place to study if needed 4. Note on Behaviour Tracker 5. When you and the child are ready, pick up your tab!
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Serious Breaches

Students who commit a serious breach will be given a consequence or triaged immediately without support steps. This might include:

1. **bullying**
2. **racist language**
3. **verbal abuse**
4. **serious defiance**
5. **sexualised language or harassment**
6. **violence**
7. **homophobic behaviour**
8. **possession of banned items**- see list of banned items below in searching/prohibited items section.

Suspension and exclusion

Please see the Trust Exclusions policy. [Policies & Documents - Pennine Academies Yorkshire : Pennine Academies Yorkshire \(paymat.org\)](https://pennineacademiesyorkshire.org/policies-and-documents)

The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities,

including whether the incident(s) leading to the exclusion were provoked

- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

Please see the Trust Exclusions policy for more details. [Policies & Documents - Pennine Academies Yorkshire : Pennine Academies Yorkshire \(paymat.org\)](https://www.paymat.org/)

Positive Recognition

We work on the principle that for most of our children they will respond well when their efforts are recognised and rewarded. At Lidget Green Primary School we use a range of rewards:

Reward System	Who for?	Why?
Positive praise	All	Positive noticing is valued by all young people, even those who actively cultivate a tough exterior. Where possible, we use praise of pupils doing the right thing, rather than sanctions for those who are not. <ul style="list-style-type: none">- I like the way you're...- Well done NAME, you're read/respectful/safe...
ClassDojo	Individual Reception to Year 6	We use ClassDojos to promote positive behaviour. These also include our 3 values: Inclusion, Nurture and Respect. Positive messages can be sent to parents when children have gained Dojo's. Class Dojo's can also be given for good work. Class Dojo's are linked to the child's House teams. Certificates will be given for achieving a certain number of classdojos/Housepoints.

		<p>Once awarded, ClassDojos are never taken away.</p> <p>House point/class Dojo' tickets for all children around school showing positive behaviour.</p> <p>Midday Supervisors (MDSs) are able to reward children using the 'Lunchtime ClassDojo tickets or tokens'. These are handed to the classteacher to convert into Dojos.</p>
Class 'Marble Jars'	<p>Whole Class Reward</p> <p>Nursery to Year 6</p>	<p>Marbles are awarded for positive behaviour seen when working as a team, such as excellent lining up and good movement around the school. When the Marble Jars are full, the children decide on an enrichment activity they would like to do. The class teacher decides this and can be an extra playtime, extra PE lesson, in class reward activity, a snack etc.</p>
The Golden Table	<p>Individual</p> <p>Reception to Year 6</p>	<p>Our Midday Supervisor Team nominates children each week, whose behaviour at lunchtime has been exceptional. This is recorded in the Senior Lunchtime Supervisor's book. These children then choose a friend to sit with them at The Golden Table as a reward. The Golden Table is laid with a tablecloth, flowers and squash.</p>
Celebration Assembly	<p>Individual</p> <p>Nursery to Year 6</p>	<p>A weekly assembly celebrating the achievements of all our children. Staff award a 'Star of the week' certificate- and a sticker to a child/children in their class who have worked really hard or who have demonstrated our school values, for example inclusion when completing group work.</p> <p>Children may bring certificates and examples of achievements from outside of school to the assembly. These will be assessed by class teachers as to their suitability for bringing to assembly.</p>

Hot Chocolate Friday	Individual	As a way of acknowledging children who always go over and above the expectations, our staff nominate children to have a half termly 'hot chocolate' with the Headteacher.
The LGPS Awards	Individual	Recognising children who, throughout the year, have been seen to go 'over and above' in a variety of aspects of their school life. The awards are centred around our School Values. These will be handed out at the end of the year.

Searching / Prohibited Items

Searching of pupils will only be carried out with regard to [Searching, Screening and Confiscation - Advice for schools \(July 2022\)](#)

The decision to search a pupil can only be taken by the Headteacher or member of staff specifically designated by them. Staff authorised by the headteacher are allowed to search a child and their property if they believe that the child is carrying any items that could be harmful to the smooth running of the school. This includes but is not exclusive to:

- Weapons/knives
- Any drugs or alcohol (including vapes suspected to contain these)
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to the property of; any person (including the pupil).
- Lighters, matches, fireworks or similar
- Animals
- Sweets/snacks other than fruit
- Money
- Items belonging to another person
- Pornographic images
- Electronic Devices and their contents (see KCSIE for guidance on images)
- Devices that take photographs including watches (except mobile phones that are handed in - see below)

This is not an exhaustive list. Parents will be informed if children have been searched and the DSL will be notified.

Authorised school staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law

protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

How to carry out a search

The headteacher or authorised staff member should:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it
- Always seek the pupil's cooperation

If a pupils refuses to cooperate

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the pupil:

- Is in possession of a prohibited or banned item
- Doesn't understand your instructions or what a search will involve
- Has had a previous distressing experience of being searched

If the pupil still refuses to cooperate:

- You may sanction them in line with this policy
- If you don't think that a search is needed urgently, seek advice from the headteacher, DSL or pastoral member of staff. During this time, the pupil should be supervised somewhere away from other pupils
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder. **Note:** you can only use reasonable force to search for prohibited items but not other items banned in your school

Searching a pupil's clothes

Search the pupil in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Hats
- Scarves
- Shoes or boots

You **cannot** ask pupils to take off any further items of clothing.

Be sensitive to whether a pupil is wearing outer clothing for religious reasons when you conduct a search. For example, you shouldn't require a female pupil to remove a headscarf she's wearing for religious reasons if your witness is male.

Searching a pupil's possessions

Authorised staff can search bags in the presence of the pupil and another member of staff (except in cases where there's a risk of harm and where it's not reasonably practicable to summon another member of staff - see section above on who can conduct a search for more detail).

You may use a metal detector to help with your search.

Only police can conduct a strip search

School staff are **not** allowed to carry out strip searches, including the headteacher and authorised staff. Only police who have been asked to come to the school may decide whether a search is necessary and carry it out. The police can only carry out a search if they:

- Think this is necessary to remove an item related to a criminal offence, **and**
- Reasonably consider the pupil might have concealed such an item

Call the police into school as a last resort

Always put the best interest of the child first. This means that before you decide to call the police into school you should first:

- Make sure that you've exhausted other approaches
- Carefully weigh up the risks to the pupil's mental and physical wellbeing with the need to conduct a search

How to record searches

A record should be logged on CPOMs for;

- Any searches for prohibited and banned items
- Any search conducted by police officers

Record these whether or not any items were found.

Records will be used to identify any trends in the searches carried out in school, and to identify any possible risks that may require a safeguarding response.

Records should include;

- The date, time and location of the search
- Which pupil was searched

- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search

What you can confiscate

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is a prohibited or banned item
- Is evidence in relation to an offence

What to do with confiscated items

You will need to do different things with confiscated items, depending on what they are.

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, or return to the owner or dispose of (see the advice on page 18 of the DfE guidance)
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to commit an offence or cause injury or property damage	Deliver to the police, return to the owner, retain or dispose of (see the advice on pages 18 and 19 of the DfE guidance)
Pornographic material	Dispose of (see the section below for guidance)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

For other items banned in this policy, consider the following when deciding whether to return, retain or dispose of the item:

- The value of the item
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning
- Whether it's appropriate to return the item
- Whether the item can be practically and safely disposed of

You can also confiscate, retain or dispose of a pupil's property as a disciplinary measure where it's reasonable to do so, as set out in [section 91 of the Education and Inspections Act 2006](#).

Searching and confiscating electronic devices

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. You should reasonably suspect that the device has (or could be used to):

- Cause harm
- Undermine the safe environment of the school or disrupt teaching
- Commit an offence

If you discover inappropriate images, video, or other material, this may be disposed of (see page 20 of the [DfE's guidance](#) for advice on when you can do this).

If there are reasonable grounds to suspect that their possession is related to a specific illegal offence, do not destroy the material. Instead, hand the material, or device containing the material, over to the police as soon as possible.

If you suspect you may find an indecent image or video of a child on a device, avoid viewing it and never copy, share, or save it.

Refer the incident to the DSL and follow the DfE's [guidance](#) on responding to pornographic image-sharing in education settings.

For more support on handling these situations, see our safeguarding policy.

Mobile phones

If a child needs to bring a mobile phone to walk to and from school on their own safely, this will be brought to the office to be kept safe. All mobile phones are to be turned off and handed to staff on entry to the school building.

The mobile phones will be handed back to the children by office staff at the end of each day.

Children are reminded not to use their mobile on school property.



PAUL'S BEST BITS OF SCRIPT

This is how we do it here

I've noticed ... (for positive noticing and correction)

I need you to...

I understand and yet...

Remember our rule about...



This is how we do it here

Love that! (and walk away)



**WHEN
THE ADULTS
CHANGE**