Guided by God, we build a community of learners who will flourish and are filled with hope.

Keighley St. Andrew's C of E Primary School and Nursery

Behaviour Policy And Relational Strategy

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Our Aim

Keighley St. Andrew's CE Primary School is committed to creating a nurturing environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we all adhere to the expectations of: Be ready, be respectful, be safe.

Members of staff who manage behaviour well:

- Know their pupils well and develop positive relationships with all children;
- Relentlessly work to build mutual respect;
- Deliberately and persistently notice and recognise children doing the right thing and praise them in front of others;
- Remain calm and keep their emotion for when it is most appreciated by children;
- Demonstrate unconditional care and compassion.
- Remain consistent and follow any plans put in place.

What we expect of staff and pupils:

MUST	Staff: ● Treat all pupils with dignity, respect and unconditional positive regard. ● Remain calm, consistent and relational in all behaviour interactions. ● Model expected behaviours and Learning Powers through language, actions and attitudes. ● Use consistent, positive language and affective statements when reinforcing or correcting behaviour. ● Give pupils a fresh start every lesson. ● Notice, reward and celebrate positive learning behaviours linked to Learning Powers. ● Follow the agreed behaviour pathway and use restorative approaches after incidents. ● Repair and restore relationships following conflict or poor choices. ● Display the three school rules in classrooms and shared areas. ● Display the four Learning Powers clearly at the front of the main teaching area. *(Rec-Y6)* ● Explicitly teach what each Learning Power looks like in behaviour (e.g. resilience, reflection, collaboration). *(Rec-Y6)* ● Support pupils to reflect on both behaviour and learning, especially how Learning Powers helped them succeed.	Pupils: ● Be ready, respectful and safe at all times. ● Be able to articulate the three school rules: Ready, Respectful, Safe. ● Follow adult instructions and classroom routines. ● Treat others with kindness and respect. ● Take responsibility for their behaviour and learning choices. ● Engage positively in lessons and demonstrate the Learning Powers being taught. ● Try their best, even when learning feels challenging. ● Participate in reflection and restorative conversations when needed. ● Use words and actions that support a calm, safe learning environment.

Communal behaviours

Entering the school building:

- Class teachers/LSAs will be ready to greet the children at the classroom door at 8:35.
- At the end of break time, classes must line up in the playground with their teacher and walk in calmly. If the children do not act appropriately as a class, teachers will reinforce expectations and teach the pupils how this transition should be done.

Movement around school:

- Children walk sensibly in single file speaking in their 'indoor voices'.
- All staff and children are expected to hold doors open for others. Everyone should say thank you to someone holding a door open for them.
- Staff are present in and around the corridors and cloakrooms at transition times. Positive noticing is used throughout to reinforce positive behaviours.
- Children walk quietly in a class line to and from the hall, or any other area of the school (including for a fire drill), led by an adult. If behaviour in a class line is not as expected, the teacher must spend time with the class to teach the pupils the expectations for these transitions to develop the appropriate behaviours.
- All staff are responsible for the behaviour of every child, even if they do not work directly with the child's class. Children with individual school plans are, wherever possible, dealt with by an adult who knows the child well. All staff are aware of children with individual school plans and are expected to follow this plan when becoming involved with the child in order not to intensify a situation.

Worship

- Pupils and adults must walk quietly and respectfully into collective worship.
- Classes will be seated on the floor in rows with Y6 pupils sitting on benches around the outside of the hall.
- While waiting to come into the hall, pupils should wait quietly and patiently for others to be seated and those who are seated should wait quietly and patiently for others to join.
- Children and staff are expected to be respectful at all times during worship this includes listening attentively and participating appropriately in the elements of collective worship. Many of these elements are 'invitational' in line with the CofE schools' guidance and participation is not 'enforced' but respectful participation or observance is part of our whole school approach.
- Staff present in collective worship should always model expected behaviours.

Playground:

- All staff on duty model good playground behaviours.
- In the playground, staff are trained and positioned to encourage and establish positive play and to maximise safety.
- Pupils are 'ready, respectful and safe' when they engage with play with each other and the playground equipment.

Dining Hall:

- Children are encouraged to be independent in collecting their dinner, pouring water and cleaning up after themselves.
- Pupils are 'ready, respectful and safe' when they enter and exit the hall, using their indoor voices to communicate with peers and adults.
- Adults facilitating lunch in the hall will collect classes from the playground and bring them into the hall, modelling and checking behaviours throughout.

Wherever possible we avoid punitive responses and instead children are given the opportunity, in a structured way, to learn from their behaviour or mistakes and reflect on the impact which their behaviour has had on other people, including staff. Staff listen to the concerns of all children involved in a respectful and sensitive manner. Staff support children to listen to the person or people they have hurt or upset and

discuss the situation with them. Children are asked to consider their behaviour, its effect and how they can ‘restore’ relationships.

Restorative circle questions are:

- What happened?
- What were you thinking about when it happened?
- What thoughts have you had since it happened?
- Who do you think has been affected by what happened?
- How have they been affected?
- What do you think needs to happen to put things right?

Positive noticing

Positive noticing in schools is the intentional, daily practice of recognising and highlighting positive behaviours, efforts, and acts of kindness.

- Adults specifically notice when children meet expectations (e.g., "Ready, Respectful, and Safe and showing the Learning Powers) and remark on them immediately.
- Rather than generic praise, it involves stating the specific behaviour observed, such as, "You helped [Name] pick up their books; that was very kind".
- It addresses the need for connection by focusing on strengths and positive interactions, especially during challenging times.
- Encourages students to notice and share positive attributes about each other through notes, wristbands, or verbal praise.
- It builds confidence, improves classroom climate, and helps children understand the impact of their actions on others.

All classes have a positive noticing board where children’s names are noted for when they go above and beyond. At the end of each week, class teachers share and image of their positive noticing board on Class Dojo to highlight these achievements with parents.

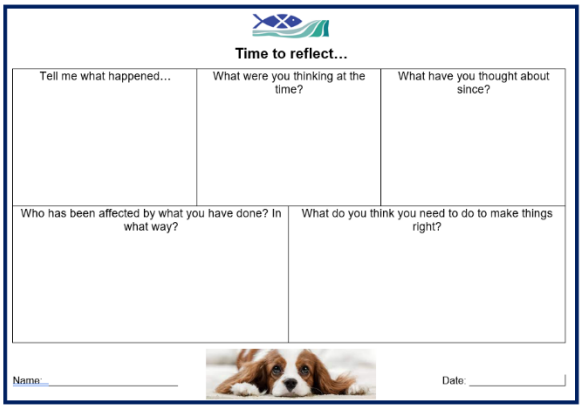
Learning Heroes are celebrated weekly in whole school worship. Classes nominate their learning hero linked to the school learning powers. These children are celebrated in worship, certificates sent home and updates shared with the whole school community on Class dojo each week.

Please note: Other strategies may be sued around school that are aligned with positive noticing. These may look different in individual classrooms as teachers take ownership over the strategies that best suit their class. These could include:

- Table points
- Dojo points
- Class monitors/mini teachers
- Dip in the prize box
- Marbles/stars in a jar
- Positive noticing slips
- Stickers
- Individual reward charts

Behaviour Pathway

It is recognised that there will be occasions when children make mistakes. These mistakes need to be recognised and discussed. It should be made clear to them that we are unhappy with the choices they have made and that there may need to be actions taken following these choices. Pupils need to be given the opportunity to reflect on their behaviours. This can be done both verbally or through a reflection sheet. Younger pupils, or those for whom writing is a barrier, may need adult support to complete the reflection.



Reflection sheets should be uploaded to CPOMS where necessary and can also be shared with parents.

Consequences should…

- Make it clear that unacceptable behaviour affects others and is taken seriously.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Consequences need to be in proportion to the action. Where consequences are used, it should also be made very clear that it is the behaviour that is unacceptable, and any consequences should address this.

A	**Conversation with an adult.** Lead: LSA/Teacher *(Any adult within school in that moment addressing the behaviour with the pupil)*	Discussing the behaviour with an adult. This can include verbal warnings. The aim of this is to address the behaviour in the first instance with the aim of preventing any further behaviour that is not in line with our school rules. Should a pupil frequently demonstrate low-level behaviours, teachers should discuss this with parents at the earliest opportunity. Discussing the matter with pupil and parents to set clear expectations for improvements in behaviour going forward.
B	**Time out in class** Lead: Teacher/LSA	Following conversations with an adult, should a pupil continue to make the wrong choice, they may need to have some time out in class where they work at the concentration station located within their classroom. This should be a timed consequence and should be followed with a restorative discussion with the adult.
C	**Loss of free time** ie. Missing part of break or lunch. Lead: Teacher	Teachers may feel that a pupil needs to complete a reflection sheet following their behaviour choices therefore a consequence for this could be to do this in their free time such as part of a lunch or break time. Should a pupil have to lose some of their free time, class teachers must inform parents either via the phone or at collection time (the same day) including the rationale and pupil reflections.
D	**Learning in a different space** Lead: Teacher/SLT	A behaviour incident may require a separation of the pupil from the rest of the class for example should a member of the class make others feel unsafe due to their actions. In addition to restorative conversations taking place, a temporary change in learning space may take place. Teachers will discuss this with a member of the senior leadership team to determine appropriate timings and spaces. Pupils will continue to work in line with their peers, completing appropriate work so that learning is not missed. Adult check-

		ins from either the class teacher or LSA will happen during this time to ensure learning is taking place. Should a pupil have to learn in a different space, class teachers must inform parents either via the phone or at collection time (the same day) to discuss the incident and pupil reflections.
E	**Internal exclusion with a member of SLT** Lead: Teacher/SLT	As with above, a behaviour incident may require a separation of the pupil from the rest of the class for example should a member of the class make others feel unsafe due to their actions. In addition to restorative conversations taking place, an internal exclusion may be required. Teachers will discuss this with a member of the senior leadership team to determine appropriate timings and spaces. Should a pupil have to learn in a different space, class teachers must inform parents either via the phone or at collection time (the same day) to discuss the incident and pupil reflections. A member of the SLT may need to join the meeting depending on the context of the incident. Any internal exclusions must be reported on CPOMs as such.
F	**Suspension/Exclusion** Lead: HT/DHT	Suspension/Exclusion is an extreme step and will only be taken in cases where: ● The pupil is not responding to the strategies and the safety and learning of others is being seriously hindered. ● The risk to staff and other children is too high ● The impact on staff, children and learning is too high Parents will be informed of the suspension/exclusion by a member of the senior leadership team. If a member of the SLT is unable to make the phone call in the first instance, they will speak with parents directly at pick up or in a follow up phone call or meeting. Paperwork for the pupil's parents will be provided by the office and provided where possible upon collection. Parent and child will attend a reintegration meeting with a member of the senior leadership team following the suspension/exclusion. *Please see the exclusions policy for more information.*
G	**Permanent Exclusion** Lead: HT	Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions. *Please see the exclusions policy for more information.*

Physical intervention & use of restrictive intervention

Terminology

Restrictive intervention	A restrictive intervention is any action that prevents, restricts or subdues a pupil's movement, either partially or completely. This includes both physical and non-physical interventions.
Reasonable force	Reasonable force refers to physical restrictive interventions used by staff. Reasonable force means: ● using no more force than is necessary ● for the shortest time possible ● to manage an immediate risk
Restraint	Restraint is a non-disciplinary intervention that limits a pupil's movement. This may involve: ● physical contact (e.g. holding a pupil's arms), or ● non-physical restriction (e.g. removing mobility aids to prevent immediate harm).
Seclusion	Seclusion is a non-disciplinary safety measure where a pupil is kept apart from others and prevented from leaving a space to reduce immediate risk of harm. Seclusion must never be used as punishment.

The Legal Position

Who can use reasonable force?	**All** members of school staff have a legal power to use reasonable force where necessary to: ● prevent a pupil from injuring themselves or others ● prevent a criminal offence ● prevent damage to property ● prevent serious disorder Staff must use professional judgement and should seek support from colleagues where possible
When can restrictive interventions be used?	Restrictive interventions (physical and non-physical) may only be used when: ● other de-escalation strategies have been attempted or are not viable, and ● there is an immediate risk of harm Any intervention must be: ● necessary ● proportionate ● time-limited ● reviewed afterwards Staff must never: ● use force as punishment ● restrict a pupil's breathing or airway ● apply pressure to the neck, chest or abdomen ● deliberately hold a pupil on the ground ● use seclusion as a threat or disciplinary sanction If a pupil is unintentionally brought to the ground, staff must reposition or release as quickly as possible. **Restrictive interventions must never be used as a punishment or to enforce compliance.**

	Seclusion may only be used: ● **as a short-term safety measure** ● during periods of extreme emotional or behavioural dysregulation ● when the pupil is not acting with deliberate intent When seclusion is used: ● the pupil must be supervised at all times ● the space must be safe and non-threatening ● seclusion must end as soon as the immediate risk reduces ● the incident must be recorded and reported

Adults must record all serious behaviour incidents on CPOMS and report any use of restrictive interventions or seclusion, these will also be reported verbally to parents (as close to the incident as possible.)

In the event of a significant injury or incident it may be necessary to record this on Spheracloud and also use a STAR analysis form.

Senior Leaders will check-in with staff who have been involved in significant incidents for wellbeing support.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

See the Suspensions and Exclusions Policy for more information.

Anti-Bullying

Keighley St Andrew's Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a supportive manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with a member of the senior leadership team. A clear account of the incident will be recorded on CPOMS. All staff will be informed so that close monitoring/investigations can begin. Parents of both parties will be informed.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. At Keighley St Andrew's Primary School, our definition of bullying is: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

• Everybody has the right to be treated with respect.
• Everybody has the right to feel happy and safe.
• No-one deserves to be a target of bullying.
• Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

• Emotional - being unfriendly, excluding, tormenting, threatening behaviour
• Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
• Physical - pushing, kicking, hitting, punching or any use of violence
• Extortion - demanding money/goods with threats
• Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
• Racist - racial taunts, graffiti, gestures
• Sexual - unwanted physical contact, sexually abusive comments
• Homophobic or biphobic - bullying because of sexuality or perceived sexuality
• Transphobic – because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school we do this by:

• Using RSE, worship and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
• Building a positive ethos based on respecting and celebrating all types of difference in our school.
• Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
• Having a positive ethos that all pupils, staff and parents understand.
• Work in school which develops empathy, social skills and emotional understanding e.g. RSE, Citizenship, values, circle time.
• Secure the safety of the target of bullying. Take actions to stop the bullying from happening again. Whole school learning - reflection on what we have learnt
• Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
• Provide assurances to child that concerns have been listened to and action will be taken.
• Consider who else is involved and what roles they have taken.
• Send clear message that the bullying must stop.
• Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
• Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. RSE, training etc.

• Raising awareness of online bullying through regular e-safety lessons.
• Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
• Focussed work with individuals and groups of pupils where required to support understanding and development of social skills and refer to our Nurture Team where necessary to provide extra support.
• Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

•A trusted adult
• Their class teacher/LSA

Responding to Bullying

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through informal pupil questionnaires and discussions. All staff are required to record any incidents on CPOMS.

Procedures for parents:

•If a parent has any concerns about their child, they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the headteacher will be informed. Any bullying concerns are monitored carefully.
•If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with a member of the senior leadership team.
•The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
•Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
•The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
•If parents feel that their concern has not been dealt with appropriately, they should follow the school's complaints policy. All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.