



# Padiham Green CE Primary School

*Jesus said, "Come, follow me." Matthew 4:19*

## Positive Relationships & Behaviour Policy

Review of this Policy: This policy will be reviewed annually by the Governing Board

Revised: May 2025

## **The Importance of Good Behaviour**

The ability to adapt behaviour, which is appropriate to a variety of situations, is an essential life skill. We believe that it is our responsibility to help children to understand the importance of good behaviour and, therefore, learn to make the right choices at school and as future citizens.

## **Ethos**

Underpinning our philosophy in behaviour management is our school vision: Jesus said, "Come, follow me." (Matthew 4:19).

Padiham Green is a Christian school where everyone is valued. As a school family, we set good examples to all our learners following the examples set by Jesus.

We want our children to **LOVE**, to **LEARN** and to **SHINE** on their journey at Padiham Green.

Our school believes in the positive management of behaviour and we have high expectations for behaviour at Padiham Green, which is modelled by all staff. We aim for all children to achieve their maximum potential in a caring and safe environment. This policy is based on the Christian values of love, faith, hope, thankfulness, respect and forgiveness. In order to facilitate teaching and learning, we believe that appropriate behaviour must be demonstrated in all aspects of school life.

The primary aim of our school is 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 behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have of behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

## **In implementing this policy, the school will:**

- Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff.
- Encourage children to respect the needs and well-being of others.
- Promote by example acceptable standards of behaviour through our core values of; love, faith, hope, thankfulness, respect and forgiveness.
- Encourage positive relationships throughout the school community

- Consider the additional needs of individual children and where necessary make reasonable adjustments.
- Encourage children to incorporate respect for everyone and everything into their daily lives.

### **Trauma Informed Practice**

An understanding of trauma and childhood adversity also significantly informs our approach to relationships within our school community. We are committed to ensuring that our school develops a trauma and mental health informed approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of childhood adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

### **Our Core Beliefs**

The school's ethos is that recognition and praise are more effective in the long term. Every class has a Recognition Board. These emphasise the positive contributions that children make to the class. Children can recognise other pupils, as can staff. The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be intrinsically motivated to learn, follow instructions, and follow the rules because they know that is the right thing to do. For a minority of children, they may need more incentive and support to behave well. In these circumstances, individual reward charts may be used with a focus on earning a reward for behaving appropriately. The use of a sanction for example timeout should be used when a child needs to self-regulate their behaviour. The adults need to provide safe places for the children to go and self-regulate, and they may need 'tools' to support their self-regulation.

### **Our Expectations**

We expect our school community to follow three simple rules – Love, Learn and Shine.

#### ***Love***

*Treat yourself and others with respect.*

*Act with a kind heart.*

*Behave in a way that is safe for yourself and others.*

*Use kind words and good manners.*

#### ***Learn***

*Allow everyone the opportunity to learn.*

*Try your best to learn new skills and information.*

*Be positive about any mistakes you make.*

### ***Shine***

*Be brave when facing challenges.*

*Try your best in all you do.*

*Share your own answers, opinions and ideas.*

These rules are explicitly taught and modelled by all members of our school community. When dealing with any inappropriate incidents, it is important to refer to the school expectation that has not been adhered to as an anchor point. Similarly, where appropriate, when acknowledging a positive action or response it is important to also refer to the school expectation or core value that has been demonstrated.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

We understand that our principles require the presence of positive relationships. Staff and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers to be built upon respect, trust, friendship and tolerance for each other's wishes.

## **Our Approach**

### **Promoting Positive Behaviour at Padiham Green**

We believe that behaviours that are positively rewarded are more likely to be repeated and so we feel it is important that the children enjoy a wide range of positive consequences across each and every day at school.

### **Rewarding Positive Behaviour**

We praise and reward children for positive behaviour in a variety of ways:

- Staff praising those children who go above and beyond
- Staff give out stickers and stamps
- Class star of recognition boards
- Children show other staff members when they have done something well
- Recognition assemblies to show examples of best work

- Parents / carers are invited to recognition assemblies
- Children are actively encouraged to share their achievements out of school during weekly recognition assemblies.
- Positive phone calls home
- Children awarded various roles and responsibilities in school

### **Consistency**

All staff in the school, teaching and non-teaching, will be made aware of the policy and help to promote it. All staff endeavour to support all children (not just those for whom we have direct responsibility) in following the school expectations, developing a sense of right and wrong and of their own responsibilities. This consistency helps the children to understand that we are all working towards a shared goal.

### **Visible Adult Consistencies**

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils. Inconsistency teaches pupils that boundaries are flexible which can encourage poor choices.

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

### **PG Routines**

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will contribute to our '**Calm Corridors**' and uphold a high level of expectation when moving around school. Pupils and adults will move quietly through the corridors demonstrating '**Proud Walking**' and will remain on the left.
- After break pupils will demonstrate '**Smart Lines**' where they stand silently, one behind the other and facing the way they are going. These '**Smart Lines**' will be used on entry and exit from the assembly hall and when moving around school as a whole class.

- **‘One Voice’**- Pupils and staff will Be Respectful to the speaker by ensuring they do not talk over them. This ensures **‘one voice’** is heard at once and turns are taken to speak so that everyone feels valued in the discussion or conversation. Hands-up will be the appropriate signal for a pupil wanting a turn to speak.
- When adults in school require the full attention of a class or group of children, they will use key actions such as **‘PG Stop’** which is one hand raised in the air or **‘Silent Countdown’** where the adult counts backwards from 5 to 0. Pupils are taught to stop what they are doing, turn to face the adult and Be Ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.

Our Rules	PG Routines	PG Adults
<b>Love</b>  <b>Learn</b>  <b>Shine</b>	Calm corridors	Emotionally regulated
	Proud walking	Daily meet and greet
	Smart lines	First attention to best conduct
	One voice	Sincere recognition
	Team stop	Praise in public
		Reprimand in private

### Undesirable Behaviour

From time to time pupils may display unacceptable behaviours. These will be consistently handled by all staff so that all pupils are safe and happy at school and learning can take place which is not disrupted. All adults will use positive behaviour management techniques which allows children to correct their behaviours. Children are made aware of the behaviour system at the beginning of the school year and are reminded of the expectations regularly.

Undesirable behaviours are initially dealt with in class by the teacher or teaching assistant. A child will be made aware that their behaviour is unacceptable. The member of staff will deliver a quiet reminder. This will be done directly and privately to the child where possible. The child should be reminded of a previous positive behaviour. The intervention should take no longer than thirty seconds and be direct with no open questions.

If they continue to behave in an unacceptable way, after private discussions and exploration for potential reasons have been had. They will be taken to the Key Stage Lead (KS1 Mrs. Mac/ KS2 Mrs. Gardiner). They will speak with the child and the child will be asked to complete a ‘Think Sheet’ along with the adult, to help reflect upon their unacceptable behaviour. Think sheets have been developed as a tool to enable self-regulation.

If unacceptable behaviour happens during break and lunch times, children may be to the ‘reflection area’ where a member of SLT will discuss what has happened and use think sheets and restorative questioning.

## Think Sheet



Think Sheet KS2.pdf

### Behaviour Letters

If a child continues to display serious unacceptable behaviour after seeing the KS1/ KS2 lead then a first behaviour letter will be sent home from the class teacher and parents will be contacted.

If the unacceptable behaviour continues, over the course of the following few days, then a second behaviour letter will be sent home by the Deputy Headteacher or KS lead and parents will be contacted.

A third behaviour letter will be sent by the Headteacher and if the unacceptable behaviour is repeated, the Headteacher will contact parents. The Headteacher will initiate conversations with the parents about exclusion. If unacceptable behaviour continues after the third behaviour letter.

There are certain behaviours, such as deliberately hurting someone, which would need to be dealt with immediately by a member of SLT.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### Consequences

All behaviour - both positive and negative, have consequences. All negative behaviour that is in breach of the school rules results in negative consequences for the pupil who has made the wrong choice. When pupils behave incorrectly this will be dealt with promptly, predictably and with confidence to maintain a calm and safe learning environment for all.

The main consequence is a breakdown in a relationship that then needs work to restore it through reflection and restorative conversations.

PG Consequences		
Stages of Behaviour	Behaviours	Consequence
Unexpected	<ul style="list-style-type: none"><li>• Calling/shouting out</li><li>• Out of seat/wandering around</li><li>• Not following instructions</li></ul>	<ul style="list-style-type: none"><li>• Non verbal or verbal signal</li><li>• Adult signals the appropriate behaviour and allows the child to make changes</li></ul>

	<ul style="list-style-type: none"> <li>Using unkind/impolite words</li> </ul>	<ul style="list-style-type: none"> <li>This is reinforced and followed up with a positive gesture eg. smile, thumbs up</li> </ul>
<b>Persistent</b>	<ul style="list-style-type: none"> <li>Continued incidents of unexpected behaviours</li> <li>Rudeness/arguing/answering back deliberately</li> <li>Preventing others from learning</li> <li>Refusal to work/not ready to learn</li> <li>Disrespectful use of equipment</li> </ul>	<ul style="list-style-type: none"> <li>Move the learning, this may be to another table or place in the classroom where learning can happen more effectively</li> <li>Restorative conversation needed by the class teacher</li> </ul>
<b>Serious</b>	<ul style="list-style-type: none"> <li>Unsafe behaviours in or out of class</li> <li>Hurting other children</li> <li>Deliberate refusal to work</li> <li>Aggressive or intimidating behaviour</li> <li>Using inappropriate language</li> <li>Leaving the classroom without permission</li> <li>Damage to school property</li> </ul>	<ul style="list-style-type: none"> <li>Child taken to a different classroom to complete the rest of the lesson if regulated or to the Discovery Pod if emotional regulation is required. TA should escort the pupil to the Discovery Pod.</li> <li>Any missed learning to be caught up at break/lunchtime</li> <li>Restorative conversations to be had at break/lunch</li> <li>Parents informed by class teacher</li> <li>Record on CPOMs</li> </ul>
<b>Very Serious</b>	<ul style="list-style-type: none"> <li>Swearing, fighting or hurting another child with intent</li> <li>Serious disruption of the class</li> <li>Reckless/dangerous play</li> <li>Stealing</li> <li>Racist or bullying behaviour based on protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Internal exclusion with work to complete in the Discovery Pod with TA</li> <li>Loss of breaktimes and/or lunchtime</li> <li>Restorative conversations by the class teacher</li> <li>Parents informed by the class teacher</li> <li>Record on CPOMs</li> </ul>
<b>Extremely Serious</b>	<ul style="list-style-type: none"> <li>Violence or abuse to staff</li> <li>Continued disruption to the class or the running of the school</li> <li>Bringing prohibited items into school</li> <li>Sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>Child sent directly to head or deputy headteacher</li> <li>Exclusions where necessary</li> <li>Parents called immediately</li> <li>Record on CPOMs</li> <li>Reintegration meeting needed</li> </ul>

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the follow up/restorative conversation then the following guidelines should be used:

**Pupil is taken to the Class Teacher > Key Stage Lead > Deputy Headteacher> Headteacher (in that order)**

Other natural consequences may be to tidy up a mess they have made, fix something that has been broken or miss the next task because the previous one has not been done. We employ each consequence appropriately (reasonably and proportionately) to each individual situation and each one is designed to be restorative in its approach and results in a reduction of the inappropriate behaviour.

Other types of consequence:

- Loss of privileges
- Written tasks such as account of behaviour/letter of apology/think sheet
- 'Check ins' with a senior member of staff
- Spoken to by the deputy/head teacher
- Meeting with parents
- Restorative work around school
- Working in another area of school

If a child has repeated incidents requiring reflection in a short time frame or a pattern of behaviour is becoming apparent, a meeting with Classteacher/SLT/Pastoral Lead and parents/carers will be arranged. This will be recorded on CPOMS.



To maintain effective relationships and consistent adult behaviour we will strive to avoid:

- humiliation
- shouting
- over reacting
- blanket punishment
- sarcasm
- using an area of the curriculum as a punishment

### **Playtimes and Lunchtimes**

Our playgrounds are places of fun, socialising and crucial outdoor, exploratory learning. Our staff team are trained to understand the core fundamentals of playtime as an extended learning time to develop personal and physical skills.

#### **Playtime / Lunchtime Supervision:**

- The playgrounds are separated for EYFS & key stage one and key stage two children
- There are a minimum of 2 adults on duty during each morning playtime
- Pupils should be discouraged from re-entering the building during break times, but should be encouraged to ask permission to use the toilets
- There are designated areas for games
- There are designated quiet areas
- Key stage two play leaders facilitate play with the younger children
- Playground equipment is provided by the school and is stored in boxes located in each key stage.
- The Pastoral Support Worker and Sports Coach are on duty every lunchtime and may work with key children who require support during this time.

Staff ensure that children enjoy a safe and happy time outdoors and identify concerns with behaviour quickly to catch moments as a teaching opportunity. On occasions, where children are displaying behaviours which are not safe, being unkind to others or not following our rule of three, staff act quickly. Where incidents of serious misbehaviour occur leaders are alerted and a plan is placed around the child. The following may be put into place to support:

- Withdrawn from certain playground zones for a period of time
- Separation of certain individuals
- Withdrawn from play/lunch for a period of time while restorative work takes place.
- A playtime plan placed around the child with certain provision such as a key adult, an early end time from the yard or specific areas to play
- Protected Play – in the Green Room

The adult dealing with the event will inform the teacher who will gauge whether communication with the parent/carer is necessary. Incidents will be logged on CPOMS so that patterns in behaviour can be identified by senior leaders.

### **Extremely Serious Behaviours**

Occasionally, some children may behave in a way which is out of character for them.

Extremely serious behaviours may be expedited through our 'Consistent Consequences' in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

### **Exclusions**

Exclusion of pupils is the ultimate sanction. This is a sanction that may be used if other systems have not been effective or in case of extreme behaviour. The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child.
- Long-term or repeated misbehaviour that is not responding to strategies in place 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.

Exclusions take the form of fixed term or permanent exclusion. A fixed term exclusion may take the form of a lunchtime exclusion, implementation of a part-time timetable or an exclusion for a designated number of days.

All pupil exclusions at Padiham Green CE Primary School are reported appropriately to the Local Authority and follow Local Authority and National guidelines for administration and legal responsibility.

If a child is at risk of exclusion, parents will be notified and invited to a meeting with the Headteacher to try to support the school and pupil to avoid the situation deteriorating and to put a plan in place to improve pupil behaviour.

The headteacher can take a decision to exclude a pupil in response to serious breaches of a school's behaviour policy, where allowing your child to remain in school would seriously harm the education and welfare of your child or others in the school.

<https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/>

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

### **Restrictive Physical Intervention (Positive Handling)**

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention (RPI) by staff may be required as a last resort. Under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010. The DfE produce detailed guidance on 'Use of reasonable force – see the link below

[www.gov.uk/government/publications/use-of-reasonable-force-in-schools](http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

### **Special Educational Needs and Behavioural Difficulties**

In managing behavioural difficulties, the school will have regard to the SEND (Special Educational Needs and Disabilities) Code of Practice and will strive to ensure that children's special learning needs are identified and met through a support plan.

As an inclusive school, we recognise that for some children, additional or different actions may be necessary as a result of a special educational need and/or disability.

Support may be sought from external agencies for children identified as having special needs resulting in emotional and behavioural difficulties.

### **Preventing Bullying**

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Our **Anti-bullying policy** outlines the procedures which the school takes in instances of bullying.

In order to prevent bullying, we proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place through promoting acceptance and understanding. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

Our school vision and values support and encourage the positive behaviour and relationships we teach. Our values permeate the whole school environment and are reinforced by staff and older children who set a good example for the rest.

### **Child on Child Abuse**

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it. Stopping harm and ensuring immediate safety is an education setting’s first priority.

### **Confiscation of Inappropriate Items**

Staff have the power to search pupils without consent for ‘prohibited items’ and confiscate these if necessary. These items include (but are not limited to):

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Vapes, tobacco and cigarette papers.
- Pornographic images.
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for including mobile phones.

If parents need children to have a mobile phone for use during the journey home, they should send give their permission through the class teacher/office. The phones must be stored either with their class teacher or the office in a secure area.

If staff have concerns/suspicions regarding any of the above items being in a child’s possession, they should seek advice from Headteacher/Deputy Headteacher who will take the appropriate action.

The Headteacher will decide if and when to return an item, or whether to dispose of it.

## **Roles and Responsibilities**

### **The role of our families**

At Padiham Green, active family involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school routines and language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact families quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform families of minor digressions.

### **The Headteacher:**

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher ensures that all reported serious incidents of misbehaviour are recorded.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious behaviours, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **Governors Statement of Principles**

Padiham Green CE Primary School has high expectations of its pupils. Our high expectations of behaviour apply at all times, with all people and in all places, not only during the school day but beyond in the wider community and whilst online.

The purpose of the behaviour policy is to enable everyone – parents, pupils, staff, governors and other members of the school community to share responsibility for creating an atmosphere, which enables children to manage, and self-regulate their own behaviour.

We recognise the need for high expectations of behaviour, the importance of consistent systems for improving challenging behaviour, the value of rewarding positive behaviour and the benefits of restorative practice.

### **Consultation, monitoring and evaluation**

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.