# Walsh C of E Infant and Junior School
# RELATIONSHIPS AND POSITIVE BEHAVIOUR POLICY

This policy is prescribed by The Good Shepherd Trust and is statutory. All references to 'the Trust', includes all Trust schools and subsidiary organisations.

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|---|---|---|---|---|
| Date adopted: | 07/2024 | | Last reviewed: | 10/2026 |
| Review cycle: | Annual | | Is this policy statutory? | Yes |
| Approval: | Local Committee | | Author: | HT and DHT |
| Local noting*: | | | Local author*: | Headteacher/DSL |
| Next review Date | October 2027 | | | |

* only for policy/procedures that are templates and require local adaptation.

## Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

| Revision No. | Date | Revised by | Approved date | Comments |
|---|---|---|---|---|
| 1 | 11/10/24 | Helen Wall | | Updated new logo and school name. |
| 2 | 13/11/24 | Helen Wall | | Added GST logo and updated KCSIE link |
| 3 | 03/07/25 | Helen Wall | | Reviewed |
| 4 | 1/12/25 | Helen Wall | | Amended review date |
| 5 | 17/09/2026 | Helen Wall | | Added updated KCSIE link<br>Updated policy added in Emotion Coaching explanation and script<br>Updated Restrictive Interventions in line with DFE guidance<br>Updated non smart phones for Year 6<br>Updated levels of behaviours and consequences |

Our Christian ethos is central to who we are, how we think and how we act towards each other.

- We love one another just as God loves us, even though none of us are perfect;
- We care for and support one another, even when this is in light of challenging behaviour;
- We promote and celebrate the power of forgiveness when things go wrong, when we are wronged, when relationships need restoring, and in helping us to move on;
- We have hope that all children can make progress in their attitudes and the choices they make,
- We believe that our pupils need to understand and experience that our staff, will keep them safe, care for them and will positively interact with them to help them flourish.

Everyone stands to benefit from good behaviour in schools. Effective behaviour management means that low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Pupils can learn; teachers can teach; staff can do their job; and parents have confidence that their child is safe and supported to do the best that they can. *Ofsted, Amanda Speilman 2019*

**Research**

This policy is based on the EEF research for promoting good behaviour 5 strategies. Particularly being consistent, proactive, knowing one size never fits all and establishing good relationships to promote and develop mental health.

EEF Behaviour Improving summary

A whole-school behaviour approach is much more than a set of policies or documents. It is about what everyone in the school does, how they behave, and what expectations are set and taught. It is also about the values and ethos of the school. Strong values underpin good behaviour.

At The Walsh Schools we believe that relationships are key to developing trust and respect and allow all people to flourish. Relationships are everyone's responsibility. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept the responsibility for their behaviour and encourage others to do the same. Our policy emphasises our core values and rules which can be applied to a variety of situations and are taught and modelled explicitly by all staff.

**School Golden Promises**

Our schools have 3 simple Golden Promises that everyone will follow. (see Appendix 1 for a list of expected behaviours for each promise).

I promise to 'Be safe'
I promise to 'Be ready'
I promise to 'Be kind and respectful'

All children and adults are expected to follow the Positive Relationship and Behaviour Policy.

**The aim of the policy**

This policy provides a framework around how adults and pupils should work together to create a nurturing and positive environment where pupils feel loved, safe and interact well. In turn, this helps them to be model citizens in our world in order to make a positive impact on society.

- To create a culture of exceptionally good behaviour; for learning, for community, for life.
- To respect and care for all members of the school community, adults and children as reflected in our Christian ethos.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, cooperation and empathy for others.
- To develop courage and resilience in overcoming difficult situations, being able to move on from them positively.
- To encourage pupils to make 'good choices'.
- To promote community cohesion through improved relationships.

**The role of all adults within school:**

All adults will ensure that all learners are treated fairly and shown respect to promote positive relationships.

**We expect all adults to:**
Adults should be given regular opportunities to reflect on behaviours, empathising from the child's perspective, and different approaches that could be used.

Adults should aim to provide two minutes a day to talk to a child about their interests beyond the classroom to establish relationships. They should consider children who are known. Are there children who find it difficult to make connections with adults? Are there children who you haven't spoken to today? Are there children you know better than others?

Adults should use the 5:1 strategy - 5 positives to 1 negative. Shower children with praise even when it is hard.

- Ensure a consistent and calm, whole school approach to, and use of language for promoting positive behaviour
- Deliver the Schools Golden Promises and consequences consistently and fairly
- Create a positive and purposeful learning environment that promotes and supports positive behaviour
- Talk to the children in a friendly and respectful manner
- Adopt a firm but kind manner when we need to support a child with their behaviour
- Model positive behaviours and build relationships
- Explain, in child-friendly language, the consequences of their actions
- Ensure our children are polite, happy and considerate of others' feelings
- Meet and greet at the door
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson (e.g., Recognition boards)
- Be calm and give 'take up time' when going through the steps
- Try to pre-empt and prevent behaviours
- Never ignore or walk past learners who are behaving badly.

Under the DFE guidance of **Behaviour in schools 2024**. All Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Staff are allowed to:

- Search pupils for prohibited items including those listed in the **Searching, screening and confiscation 2022** and confiscate pupils' property
- To use reasonable force or other physical contact
- To discipline beyond the school gate
- To work with other local agencies to assess the needs of pupils who display disruptive behaviour

All members of staff are responsible for promoting high standards of behaviour at all times. The Headteacher, or in their absence the Deputy Headteacher, has the responsibility for giving fixed-term suspensions to individual children for serious acts of mis-behaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school Local Committee Members have been notified.

Induction for all staff includes discussions linked to the Safeguarding and Child Protection Policy, Staff Behaviour Code of Conduct and the Anti-Bullying Policy. All staff receive regular training on behaviour.

**We expect children to**:

All children at The Walsh Schools are expected to keep all of the Golden Promises.

**We expect parents to:**

- Support their child's learning, and to support staff to implement this behaviour policy.
- Model positive behaviours and build relationships.
- Promote positive behaviour at home in order to have continuity between home/school.
- Speak to the class teacher if they feel their child's emotional wellbeing in or out of school is impacting on the child's behaviour.
- Ensure regular and punctual attendance at school.
- Actively to encourage their child to be a positive member of the school.
- Support the school by issuing appropriate consequences at home following instances of misbehaviour at school**.**

**The role of Local Committee Members:**

The Local Committee body supports the Headteacher in all attempts to support positive behaviour and to eliminate bullying from our establishment. The governing body monitors the incidents of bullying that occur.

Monitor behaviour data (recorded on behaviour tracking or CPOMS) to target and assess school wide behaviour policy and practice.

**We expect Local Committee Members to:**

- Support the school in the implementation of the policy.
- Follow the advice in any related policies, including the Complaints Policy.
- Review the effectiveness of the policy.

**Rewards**

Rewards have a motivational role, helping children see that good behaviour is valued and celebrated. These may include:

- Golden Time is given for good behaviour and quality time with class teaching staff – classes earn up to 15 minutes every week
- Verbal and written praise both informal and formal.
- Sharing good work in Celebration Assemblies
- A positive note home
- A phone call or email or a face-to-face chat to share positive news
- Whole class rewards i.e. marble in a jar (to earn a collective class reward - trim trail, parachute etc.)
- House points/ group rewards
- Stickers for keeping Values and Golden Promises
- Gold Award – for consistently showing Values and Golden Promises
- Headteacher Awards
- Earning extra privileges – register, books etc.

**Class Time Outs**

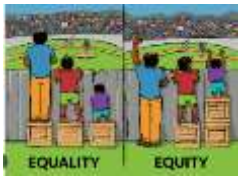
Teachers have the authority to use the time out facility for a whole class, to support school systems, e.g. lining up, walking around school, changing over lessons etc. This would be a time to explain or practise

whole school expectations. This would generally be used when there are more than a few children or to reinforce a safety rule e.g. walking around school which extends to trips etc. **This is also to bring the class or school together to understand a sense of community and it is our responsibility to work together.** The class teacher also has the authority that should she/he consider that the behaviour of a minority may affect the safety of the class the lesson may be postponed. E.g. PE using apparatus. This would be explained to the class. Teachers will consider if they have a teaching assistant and if it is a minority of children whether these alone can have time out. Any whole class time outs would be explained that it is not everyone. Whole class detentions are not to be used.

**Consequences**

Consequences are needed to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Staff members can impose a consequence.

- It should be clear to the child why the consequence is being applied.
- It should be clear what changes in behaviour are required to avoid future consequence.
- There should be a clear distinction between minor and major offences (see Levels of Behaviour form for level 1,2 or 3 behaviours).




It is important to note that the golden promises do not change but the level of support pupils need to achieve these may differ. All children will be supported to understand all actions have consequences. **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).** Thinking of a child negatively disposes you to think of a consequence. Thinking about a child struggling to handle something difficult encourages you to help them through their distress, they may be 'connection seeking' rather than 'attention seeking'.

There is a statutory authority to discipline pupils whose behaviour is unacceptable (Education and Inspections Act 2006 with updates in the 2011 Act; mainly regarding searching and powers of exclusion). If a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the staff member can impose a consequence on that pupil. The decision to make the consequence must be made on the school premises or whilst the pupil is under the charge of the member of staff. It must be reasonable (account must be taken of age, any SEN or disability or any religious requirements affecting them) in all circumstances and equal opportunities must be considered. Also, a consideration should be made if the child is suffering harm or the result of unmet needs. If this is suspected, then the Safeguarding policy or SEN policy would also be followed. Non-criminal bad behaviour and bullying which is witnessed by a staff member or reported to the school will be dealt with the same consequence as if it occurred in school. Any staff member can impose a consequence except for suspension/exclusion which would be imposed by a Senior Leader and formal exclusion; agreed by the Headteacher.

**Steps taken if behaviour does not meet the high standards required:**

- Time out with a sand timer/ timer
- Children will complete work at playtime or lunchtime.
- During playtime or lunchtime children will receive time out in the playground and class teacher will be informed
- Missed work to be completed at break times.
- If behaviour continues to be a cause for concern, their class teacher will speak to the parents either at the end of the day or a phone call home.
- Suspension - internal/external
- Exclusion

- See Levels of Behaviour form for a breakdown of Level 1, 2 and 3 behaviours and logical consequences and flow chart.

**Practical steps in managing and modifying poor behaviour**

Learners are held responsible for their behaviour. **Staff will deal with behaviour consistently.**

Clear boundaries and expectations are necessary for children to know what acceptable and unacceptable behaviour is. We use a range of strategies to help children understand that there are logical consequences to actions both positive and negative. It is also imperative that staff reflect on how the provision may need to change in light of poor choices being made by children. We recognise that in some instances, solutions need to be found to any environmental factors which contributed towards poor choices. Therefore, after the consequence is applied, we must ask the question 'What triggered the behaviour?', and take action to prevent this from happening in the future.

**Steps to modify**

| Steps | Actions |
|---|---|
| 1. Redirection | First attention to best conduct – praise those doing well.<br>Gentle encouragement, a 'nudge' in the right direction - use golden promise terminology<br>Use positive short sentences - you need to… follow the teacher direction<br>Non-verbal cues, acknowledgement<br>Positive praise ' I like how you're about to …. Thank you for …'<br>Redirect (i.e. hand out books, take a note)<br>Pause / silence |
| 2. Reminder | A reminder of the appropriate golden promise.<br>The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. (sometimes a choice of two (what the teacher wants) is helpful.<br>Visual reminders<br>Refer to posters of golden promises<br>Reminders of promises and expectations (in class)<br>Praise will be given if the learner is able to model good behaviour as a result of the reminder. |
| 3. Caution | A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.<br>Speaking assertively but not aggressively. |
| 4. Consequence | See Levels of Behaviour form for consequence and strategies to support. |

**Emotion Coaching**

We use an emotion coaching approach to support positive behaviour and strong relationships. We recognise that all behaviour is a form of communication and aim to help children understand, express and regulate their emotions in a safe and supportive environment. Through empathetic adult responses, clear boundaries and guided problem-solving, we encourage children to develop emotional literacy, resilience and self-regulation skills. By fostering positive relationships built on trust, respect and understanding, we help every child feel valued, supported and ready to learn.

We follow the emotion coaching script to support the children

1. Recognising and empathise

2. Validate and label
3. Setting limits
4. Problem solve and correct

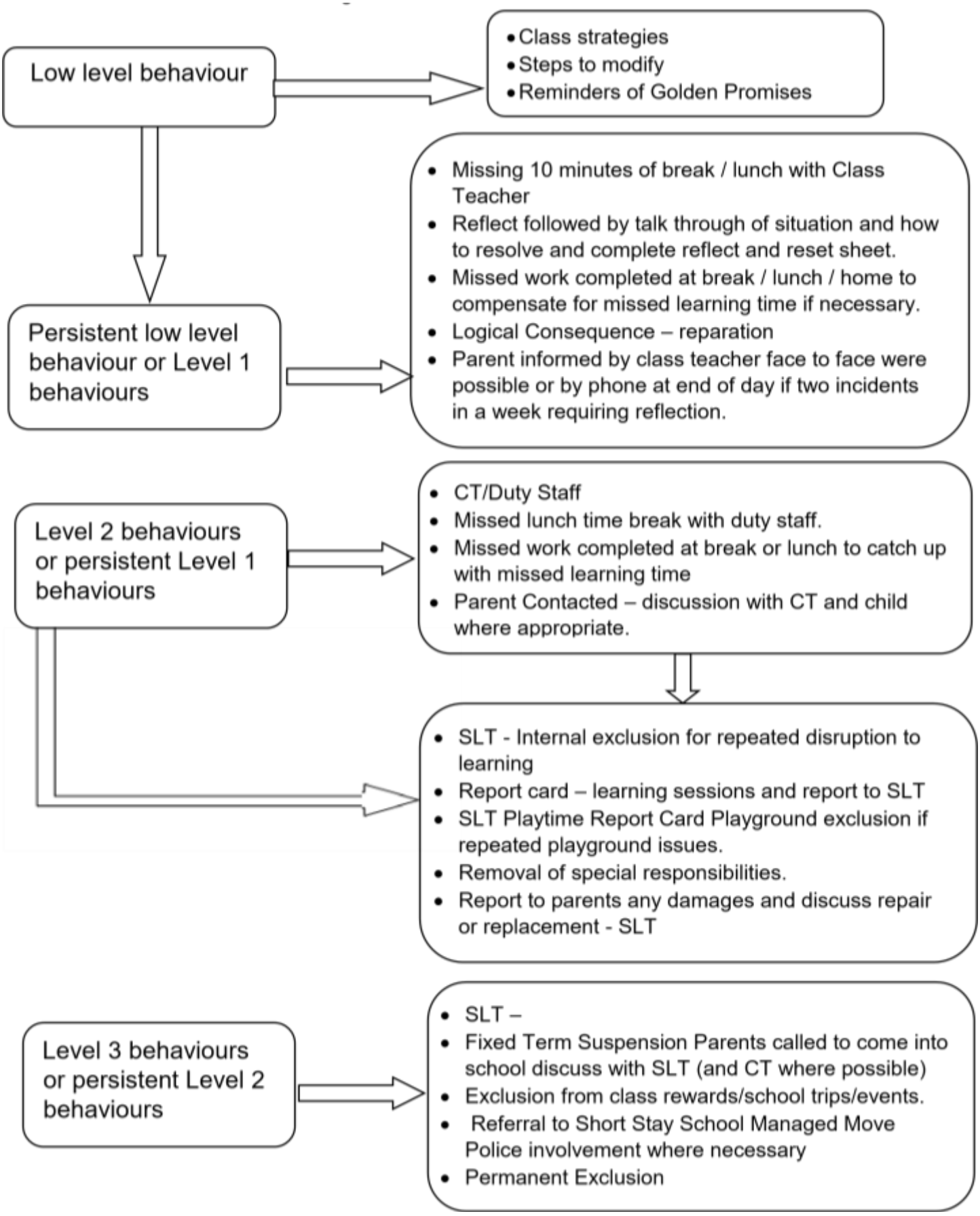
**This is just a guide and not an exhaustive list.** The incident should be fully investigated and a consideration of all factors will determine the relative and appropriate commensurate consequence applied. Repeated behaviours would usually move into the next level.



Have you already tried: Redirection, Reminder - Caution – Last Chance – Cool-off – Repair and Restorative Conversation

| **Low Level** - quickly dealt with in class, usually first occasion. | **Level 1 - Record on CPOMS** | **Level 2 - Record on CPOMS** | **Level 3 - Record on CPOMS** |
|---|---|---|---|
| Making irritating noises<br>Fidgeting and distracting others<br>Poking and prodding<br>Calling out<br>Lack of effort during lessons<br>Misuse of classroom equipment<br>Shrugging at adults including playtimes<br>Wandering around the classroom<br>Defacing books or desks<br>Talking over adults<br>Throwing object instead of passing.<br>Walking away from an adult when they are talking. Telling lies<br>Playground low level behaviour.<br>Bringing sweets to school*<br>Not handing in mobile phone*<br>Bringing mobile phone or other device to school* | **Persistent low-level disruption**<br>Answering back or arguing with an adult<br>Refusal to take part in learning<br>Making fun of another child's work or efforts<br>Teasing or deliberately winding up other children<br>Refusal to follow adult instruction<br>Throwing items deliberately<br>Making insulting comments about another child or their family<br>Running around inside school<br>Leaving the classroom<br>Rough play<br>Rude responses to adults<br>Misuse of toilet area<br>Misuse of cloakroom area | **Persistent level 1 behaviours including online**<br>**Refusal to accept level 1 consequences**<br>Unsafe behaviour – climbing, throwing, running with sticks etc.<br>Destroying / damaging school property<br>Stealing<br>Spitting at / on someone<br>Racist, homophobic or minority group remarks, including online **- Log on CPOMS/Arbor**<br>Threatening or intimidating behaviour, including online<br>Physical - Pinching, pushing, kicking, hitting, slapping, hair pulling or other<br>Verbal aggression<br>Swearing<br>Refusal to return to designated place of learning | **Ongoing Level 1 behaviours. Persistent or Repeated Level 2 behaviours (online) (incidents lasting more than 30mins)**<br>**Refusal to accept Level 2 consequences**<br>Proven Bullying (repeated and persistent) – **Log on CPOMS/Arbor**<br>Possession of offensive weapons items or confiscatable items<br>Use of personal mobile phone or other devices to record, photograph or film in school<br>Leaving school grounds<br>Physical violent behaviour (fights or attacks on children or adults) causing harm to others. **Log on CPOMS/Arbor**<br>Refusing to go to the Headteacher or designated person<br>Swearing at an adult<br>Persistent defiance |
| **Consequences – Class Teacher** | **Consequences – Class Teacher** | **Consequences – SLT** | **Consequences – SLT** |
| Time out 5 minutes on playground – adult to speak to child to clarify the rule that has been broken and what needs to happen to improve and return to play.<br><br>*Items removed and stored safely – reminder to child and parents. | Missing 10 minutes of break / lunch with Class Teacher to reflect followed by talk through of situation and how to resolve and complete reflect and reset sheet. Missed work completed at break / lunch / home to compensate for missed learning time if necessary.<br>Logical Consequence – reparation Parent informed by class teacher face to face where possible or by phone at end of day if two incidents in a week requiring reflection. | Missed lunch time break with duty staff.<br>Missed work completed at break or lunch to catch up with missed learning time<br>Parent Contacted – discussion with CT and child where appropriate.<br>Internal exclusion for disruption to learning/ Racist (etc) remarks Racist, homophobic or minority group remarks<br>Report card – learning sessions Report to SLT<br>SLT Playtime Report Card<br>Playground exclusion if repeated playground issues.<br>Removal of special responsibilities.<br>Report to parents any damages and discuss repair or replacement - SLT | Fixed Term Suspension<br>Parents called to come into school discuss with SLT (and CT where possible)<br><br>Exclusion from class rewards/school trips/events.<br>Referral to Short Stay School<br>Managed Move<br>Police involvement where necessary<br>Permanent Exclusion |
| **Strategies to support** | **Strategies to support** | **Strategies to support** | **Strategies to support** |
| Redirection<br>Reminder of school rules<br>Caution<br>Last Chance<br>Non verbal and quiet verbal cues given<br>Praise for all positive behaviours | Cool – off -Time out, restore, repair, restorative conversation.<br>Behaviour Log/Colour Coded timetable<br>Sticker chart<br>Teacher to reflect on triggers, unmet needs.<br>Review and adaptation of provision in place<br>Review of learning environment.<br>Involvement of SENCO where appropriate | Parent Meeting CT and/or Team around Child Meeting<br>Behaviour plan<br>Risk assessment where appropriate<br>Referral to other agencies as appropriate<br>Report card system | Parent meeting with SLT<br>Reintegration Meeting SLT and CT<br>Referral to short stay school<br>Managed Move considered |

**Behaviour flow chart**



**Serious Incidents**

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred **immediately** to the Headteacher or SLT. Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults or children

Parents will also be informed of serious incidents, a phone call by SLT, ideally as soon as possible and before the end of the day and consequences will be discussed.

**Sexual harassment**

Allegations and issues around sexual harassment and/or sexual violence are taken very seriously. Our DSL/DDSL's and staff are trained to support victims carefully and sensitively; we recognise that the perpetrators may need support, too.

*We have a zero tolerance approach to Sexual Violence or Sexual Harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'. We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment. (Taken from our Safeguarding and Child protection policy)*

Whilst there will be a context to any reported incident, we will always:

- Place the feelings and wishes of the victim at the centre of any actions.
- Act quickly and sensitively, seeking advice where appropriate and referring to other policies including KCSIE and our own safeguarding and child protection policies.
- Treat victims and perpetrators with respect, recognising they will both be in need.
- Involve other agencies as required, including Children's Services and the police.
- Put in place additional support, such as pastoral time or counselling from professional agencies.
- Involve the children and parents or carers in decisions made.
- Consider classroom placements and seating arrangements of the children involved.
- Put in place sexualised risk assessments as appropriate.
- Reflect on our practice, updating staff training, curriculum practice and guidance as appropriate

Further actions and details around responding to sexual harassment and sexual violence are detailed in our Safeguarding and Child Protection policy.

**Bullying**

At The Walsh schools, we educate our pupils to understand that we celebrate an individual's identity, differences, and similarities. Differences are to be celebrated. Bullying is a serious issue and we have a separate anti- bullying policy which should be followed if bullying is reported or suspected. Any incident or behaviour suspected of bullying is reported to a DSL or any senior member of staff who will support the appropriate person, usually the class teacher, investigate fully and discuss the incident with all parties involved to:

- Interview the victim and bully separately
- Reassure the child that they have done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable and may believe that they deserve to be bullied. Everything will be done to re-establish the victim's self-esteem and self-confidence. The victim will also be given support to become more assertive and thereby less vulnerable to bullying.
- Speak to the bully and identify the reasons why they have acted in the way they have and explaining why bullying is unacceptable
- The bully will be helped to recognise their unsociable behaviour and given support to modify that behaviour
- Help and support the child/children to understand the need to be kind and caring to each other

The teacher or other staff member informs the parents of the pupils concerned about the incident and any action taken about their child. We aim to ensure that a positive home-school partnership in these matters is developed and maintained, working together to help children to improve their behaviour.

Details of the incident and action taken are recorded on CPOMS.

Any incident involving prejudice related incidents is reported via CPOMS and this records details of the incident, the people involved and any actions taken and reported to Surrey County Council annually.

**Child-on-child abuse**

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) o sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment ,such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos(also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). KCSIE 2026

At The Walsh Schools we are committed to the prevention, early identification and appropriate management of child on child abuse. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. Each incident will be considered on a case-by-case basis.
Any incident involving harm to another pupil or causing serious concern is reported to the Headteacher immediately – this is recorded appropriately on CPOMS. The report must give details of the incident, the children involved and the actions taken following the incident. The parents are informed by the Headteacher or senior member of staff.

**Behaviour incidents online**

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the DSL/DDSL when an incident raises a safeguarding concern.

**Searching and confiscating**

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions, and/or locker where they have reasonable grounds to suspect that the pupil may have a prohibited item. The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- electronic devices including mobile phones and smart phones
- medication
- laser pointers

- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence or disruption, or
    - to cause personal injury to, or damage to property of; any person (including the pupil)
    - an article specified in regulations:
    - tobacco, vapes and cigarette papers
    - fireworks
    - pornographic images.

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items. School staff will follow the https://www.gov.uk/government/publications/searching-screening-and-confiscation on searching, screening and confiscation in all cases

In addition to the list of prohibited items above, pupils are not allowed to bring mobile phones to school. Children in Year 6 are allowed a 'brick phone,' a non smart phone, if they have parental permission to walk home alone and parents have signed the mobile phone agreement. All non smart mobile phones must be handed in to the class teacher on arrival, and are then stored in the school office until the end of the day when they are given out by the class teacher. Children are not permitted to have any smart phones or devices on their person at any time or for any reason in school, during the school day. Smart watches and personal I-pads or any other devices are not permitted in school. Vapes are not permitted.

**For major offences or continual unacceptable behaviour (Level 3 behaviours), the following procedure may occur:**

- Referral to the Senior leader for behaviour such as; disrespect and answering staff back, refusal to do as a member of staff asks, direct swearing, throwing , hitting, kicking, any form of bullying or racism (this is not an exhaustive list). (Please also see Anti-bullying policy)
- If appropriate, usually a behaviour plan may be put in place and reviewed.
- Headteacher or Deputy Headteacher will usually have a discussion or send letters to parent/carers
- Additional specialist help and advice from the SEN Coordinator, Educational Psychologist.
- Ultimately and in the last resort exclusion (following LEA guidelines)-where appropriate a Pastoral Support Plan(PSP) then needs to be put in place with Headteacher/ Deputy Headteacher ,Class Teacher, Parent and child
- For a more serious incident where physical restraint is required, please see physical restraint policy 'Use of restrictive intervention guidance DFE'.
- Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school and at home, are aware of those concerns and of the steps which are taking place. The school will communicate policy and expectations to parents/carers.
- Parents/carers will be informed at an early stage, and given an opportunity to discuss the situation. Parental/Carer and borough support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the Parents/carers. Records need to be kept by the Headteacher/ Deputy Headteacher of incidents/consequences and accounts sought from staff and children. Also investigating events prior to the incident.

- Internal exclusions may be given for more serious behaviour, usually for a first time offence. Examples such as: such malicious allegations against staff, direct swearing or a fight. (This is not an exhaustive list).
- Pupils may be placed in an area or room away from other pupils; a staff member would always be monitoring this
- A second offence is usually a formal suspension, which may be permanent exclusion.

**Exclusion and suspension**

Fixed term suspensions and possibly permanent exclusion may occur when a child exhibits dangerous behaviours and/or behaviour that presents a risk to themselves or others. A decision to exclude a pupil for a fixed time or permanently will be taken by the Headteacher (or acting in absence of) only in response to serious breaches 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 the pupil or others in the school. The Headteacher

will make this decision in line with this policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school. The Headteacher will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' The Headteacher will have regard to the latest statutory guidance for exclusion issued by the Department for Education. The school will have due regard to the Equality Act. This includes provisions to allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

There will, however, be exceptional circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

These categories are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Persistent disruptive behaviour
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug or repeated possession and/or use of an illegal **drug** on school premises
- Persistent and defiant misbehaviour including **bullying**
- Carrying an offensive weapon
- A serious malicious allegation against a staff member
- Breaches of school uniform rules or rules on appearance (for example, relating to jewellery, body piercing, hairstyles, etc.) Where these are persistent and in open defiance of such rules. Pupils may be sent home, their parents first having been contacted on recorded authorised absence to change clothes without being excluded in the first instance (this should be documented). This should be for no longer than is necessary, otherwise it may amount to an unofficial exclusion.

*This is not an exhaustive list*

The school may have a duty to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as Youth Offending Teams or social workers.

**Fixed term Suspensions**

In order for children to achieve their maximum academic potential in the schools, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupils to complete at home. Following a fixed term suspension, the pupil and parents meet the Headteacher and class teacher to discuss the pupil's reintegration to school and the best way forward to support the child.

At Walsh Schools, each day is a new day. Where a child has had to be suspended, it is expected that they will be welcomed back and treated without any resentment and given every opportunity to have a fresh start.

**Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.
Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an ongoing basis would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

Where fixed term suspension or permanent exclusion is used the school conforms to the Surrey's Exclusion Guidelines and DfE Guidance.

**Understanding behaviours**

**<u>After</u> a consequence has been applied. Whoever dealt with the consequence needs to consider the behaviour and understand why it may have happened and if any further action/support is needed and action this.**
**This may take the form of;**

- **Restorative practice**

At the Walsh schools we use restorative practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom and on staff lanyards. Any form of humiliation or sarcasm are not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Decisions regarding logical consequences must be considered, reasonable and not made on impulse.

- If unacceptable behaviours persist, Class teacher and SENCO to meet and discuss next steps to modify unacceptable behaviour; (the SENCO will provide appropriate paperwork and monitor progress).
- If the behaviour continues to cause concern then a meeting with parents, class teacher and child will be arranged and an action plan will be discussed and put in place.
- A daily log will be kept and this information used to identify possible triggers and patterns.
- Behaviour systems for individual pupils are put in place following consultation with SENCO/parent/pupil and teacher from the class. An Individual Behaviour Programme and information from the One Page Profile may be set to modify the behaviour in consultation with all parties concerned
- Sessions of support (could be ELSA) are carefully planned for children who have Social, Mental and Emotional needs.
- A pupil may be referred for emotional support (either in school through a nurture programme such as ELSA or via outside agencies where needs are more significant)
- Where necessary, consultations with external agencies are made by the SENCO

- Any pupil with an Education Health and Care Plan for emotional difficulties will be supported as recommended using outside agencies advice and consideration of an early annual review if needed
- Sudden, unexplained changes in behaviour will be reported to the DSL via CPOMS*

**Within classrooms or with individual children we use;**

**The Zones of Regulation**

At The Walsh schools, we believe in children understanding their own emotions, in order to help them manage them. The Zones of Regulation are embedded within our environment and ethos, and we believe are essential to helping improve and understand behaviour.

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**Pupils with Special Education Needs and Disabilities**

Those pupils with Special Education Needs and disabilities (SEND) as well as those with additional challenges that some pupils may face will be taken into consideration when administering consequences and rewards. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an In class strategy plan or playground plan in place. Other agencies may become involved to assess the needs of the pupil. The school recognises that where individual pupils are engaging in continuing disruptive behaviour this could be as a result of unmet needs. If such needs are identified the school aims to ensure the pupil receives appropriate support. Further information can be found in the SEND policy.

We use preventative measures and anticipate likely triggers of misbehaviour, taking into account the specific requirements of pupils with SEND. Examples may include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism

**Physical Intervention Statement**

Use of restrictive intervention guidance DFE'.

Following Government and LA guidance, Education and Inspections Act 2006, school discipline and behaviour policies. Staff must make every effort to summon help in a situation where they suspect restrictive intervention may be required. In the updated guidance we follow these definitions:

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil, 'restrictive interventions' is used as umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident**: Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention. Any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

When restraint is used, assistance must be summoned immediately and all incidents recorded fully and honestly as soon as possible after the incident. This must be added to CPOMS. This information must be shared with the child's parent/carer. Staff will execute emergency restraint as a last resort on pupils who are:

- At risk of injuring themselves
- At risk of injuring other pupils or at risk of injuring adults
- At risk of damaging school property
- Disrupting good order and discipline in the classroom

The use of a restrictive intervention should be minimised by adopting strategies that:

- Prevent the occurrence of behaviours which precipitate the use of a restrictive intervention
- De-escalate or defuse the situation.

'Restrictive intervention' is the use of physical pressure by an adult to stop a pupil's actions. It is a criminal offence to use, or threaten to use, physical force on a child unless the circumstances give rise to a lawful excuse or justification. Similarly it is an offence to lock a child in a room except in very exceptional and specific circumstances.

Physical intervention is defined by the British Institute of Learning Difficulties as a method of responding to challenging behaviour which involves some degree of direct physical force which limits or restricts the

movement or mobility of the person concerned. This would include holding a child who is attacking another pupil or physically restraining a pupil who is behaving in a violent or aggressive way. Restrictive physical interventions which involve the use of force to control a child's behaviour should only be used in exceptional circumstances, such as to maintain the safety of the child or others. No adult working in the school will run after or follow or attempt to prevent an angry child leaving an area, unless they are at harm. Children should be left to calm down unless they are at risk of injuring themselves or others when restraint may be used as a last resort.

Intervention of any sort should be proportionate to the behaviour of the child and the nature of the harm they might cause. It should not cause pain, and be the least possible action resulting in stabilising the situation. It should aim to achieve an outcome that reflects the best interest of the child, with minimum force applied for the shortest period of time to prevent injury.

**Staff should normally only use methods of restrictive physical intervention for which they have received training at regular intervals many staff are training in the CPI approach.**

**Guidelines for good practice in physical contact concerned with control**

Staff should only use restrictive intervention when all other alternatives have failed. De-escalation strategies might include:

- Use the language of the Zones Of Regulation to identify how we are feeling and implement calming strategies to support regulating behaviour
- Structuring the environment – where we speak to the child, whether we sit or stand
- Planned ignoring – not giving attention to minor, harmless attention seeking behaviour, remembering to praise appropriate behaviour
- Prompting – gentle reminders to a child of what they need to stop doing or to prepare for – verbal or sensory input – avoid "nagging"
- Active listening – listen, explore and acknowledge a child's feelings through the use of reflective responses – feeling that someone cares can be enough for a child to stay in control
- Backing away – not backing down: give the child time to calm down before you discuss the situation with them – alternatively, allow the child to back away through offering them a verbal or physical way out
- Humour – can take heat out of a situation, but take care, can be experienced as critical, demeaning and a superficial reaction to real feelings
- Affection – helps head off behaviour motivated by fear, anxiety or uncertainty
- When a child is stuck then providing assistance can help
- Non-verbal intervention – nods/looks to signal a change of behaviour is needed; proximity of an adult can help; touch control – a gentle touch may be enough to stop action
- Redirecting – try to refocus the child away from what they are doing now.

The last two strategies can be used when none of the above are making a difference and the child is still agitated.

- Directive statement – clear instruction to the child to stop a certain behaviour or start something else

- Time out – requiring a child to move away to another or quieter area to calm down

Whatever strategies you use, take care to **remember;**

- Talk quietly and in a low-key manner, which can reduce the 'heat' in a situation
- Consider your body language, avoid threatening body posture and be aware of the non-verbal messages your body is communicating
- Be positive about each child; do not call them names or make derogatory remarks
- Don't make promises you can't keep
- Do the things that you have promised
- Consider the level of eye contact you make with the young person. Too much could be threatening, too little could make it appear that you don't care or you are frightened/uninterested

**Behaviour Outside of School - Off-Site Visits**

The expectations provided in this Positive Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

**Pupils conduct outside the school gates**

The expectations provided in this Positive Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.
At The Walsh Schools we support every child as an individual and work together to enable everyone to access their learning in a positive way.

**Appendix 1**

# The Walsh Schools Steps of behaviour





Values and Golden Promises rewarded, 'Star of the week' certificates, Gold certificates. Headteacher awards
Sharing work in Celebration Assembly



House points or Class rewards and group rewards, reading bookmarks and spelling pencil rewards, earning extra privileges .



Positive verbal and written praise, stickers, thumbs up, stamps, positive note home, promotion of intrinsic motivation.

Step 1 - Low level behaviours – verbal reminder, warning, explanation, visual prompt Follow Steps to modify plan. Restorative approaches used throughout, reset and reflect sheet completed by class teacher

Step 2 – Level 1 behaviours. Record on CPOMS and possible class behaviour log. 1:1 discussion, closed choices, opportunities to restore behaviour. Missed playtime, parent informed by class teacher.

Step 3 – Level 2 behaviours – continue with restorative approaches, reset and reflect sheet. Miss lunchtime, missed work completed at home, class teacher and parent meeting. Individual behaviour plan. Possible internal exclusion.

Step 4 – Level 3 behaviours, fixed term suspension, outside agencies referrals. Continued work with parents and child

Step 5 – Continued work with school and parents, possible pupil referral unit, managed move, possible permanent exclusion

**Appendix 2**

**At our school we are Always SAFE, READY, KIND and RESPECTFUL this is our vision of a high standard of behaviour**

| IN THE CLASSROOM | | |
|---|---|---|
| | **CHILDREN WILL** | **ADULTS WILL** |
| To show we are **READY:** | Enter the classroom quietly.<br>Listen to instructions.<br>Look at the adult.<br>Sit in our seats/ carpet.<br>Sit up straight.<br>Keep our hands still.<br>Be quiet.<br>Keep our desks tidy.<br>Have all the equipment we need for a task.<br>Have our PE kit in school.<br>Line up quietly.<br>Write the date, LO and underline them. | Be punctual.<br>Plan and prepare for all lessons well in advance.<br>Check emails.<br>Prepare for any changes.<br>Have morning tasks set up.<br>Have visual timetable with IALTS displayed.<br>Have any individual timetables, task boards, reward charts, resources, visuals, etc set up.<br>Maintain a neat and tidy teacher's work space.<br>Ensure that working walls and displays aid current learning. |
| To show we are **SAFE**: | Follow ALL adult instructions at ALL times.<br>Stay in the classroom.<br>Stay in our seats.<br>Keep 4 chair legs on the floor/ sit still on the carpet.<br>Tuck our chairs in.<br>Keep equipment on our desks. Pick up things that have fallen. | Use consistent classroom management systems.<br>Use 321 Stop to gain attention.<br>Wait for quiet.<br>Set clear boundaries.<br>Remind children of expectations of classroom behaviour.<br>Give clear, concise instructions. |
| To show we are **KIND & RESPECTFUL**: | Follow ALL adult instructions at ALL times.<br>Show that we are listening.<br>Face the speaker.<br>Take turns when speaking (no shouting out).<br>Stop when we are told to.<br>Put our hand up if we have something to say.<br>Wait our turn.<br>Listen to others.<br>Look after school equipment.<br>Put things back where they belong.<br>Keep our classroom tidy.<br>Have kind hands.<br>Share equipment and resources when we need to. | Plan for the needs of all pupils.<br>Meet and greet children on arrival.<br>Build relationships and connections.<br>Use calm voices.<br>Include all children.<br>Listen to children.<br>Use the Zones of Regulation board to check mood of class and adapt approaches as necessary.<br>Use the language of Zones.<br>Model use of resources and equipment.<br>Praise in abundance. |

| INSIDE THE BUILDING | | |
|---|---|---|
| | **CHILDREN WILL** | **ADULTS WILL** |

| | | |
|---|---|---|
| To show we are **READY**: | Look smart in our uniform.<br>Walk peacefully<br>Look like we mean business!<br>Line up quietly | Look smart and professional. Walk like the VIPs we are.<br>Look like we mean business!<br>Be "on post" to welcome class.<br>Insist on the small things – VIP walking, lining up quietly, uniform.<br>Sent out uniform/PE kit reminder letters. |
| To show we are **SAFE**: | ALWAYS walk.<br>Walk on the left.<br>Open and close doors carefully.<br>Listen to all adults.<br>Stay inside the school building. | Model walking and keeping to the left.<br>Give reminders.<br>Keep mobile phones, turned off and put away.<br>Use lidded cups for hot drinks. Ask for assistance if needed.<br>Be "on duty" all of the time.<br>Question anyone not wearing lanyards.<br>Ensure fire doors are not propped open. |
| To show we are **KIND & RESPECTFUL**: | Hold doors open for others. Say "excuse me" if we need to pass.<br>Let others pass.<br>Wait quietly in lines.<br>Use quiet voices.<br>Remember others are learning.<br>Be polite, use good manners. (Please, thank-you, good morning/afternoon, excuse me, sorry, can I help?) | Demonstrate calm, consistent adult behaviour/voice.<br>Be mindful of visitors in the building.<br>Talk about children with colleagues professionally and in private. Welcome all visitors.<br>Be considerate of others' time.<br>Knock and wait if office doors are closed. Put all equipment and resources back neatly where they came from.<br>Leave rooms as you found them. |

| IN THE DINING ROOM | | |
|---|---|---|
| | **CHILDREN WILL** | **ADULTS WILL** |
| To show we are **READY**: | Come into the hall quietly.<br>Sit down quickly and quietly. Get our cutlery when we get our food. | Remind children of expectations. Lead children in where possible. |
| To show we are **SAFE**: | Walk at all times. Stay seated.<br>Use quite voices.<br>Tuck chairs in.<br>Tell an adult about any spillages.<br>Carry plates and cutlery carefully.<br>Think about what we are doing.<br>Be mindful of those around us.<br>Only eat our own food. | Duty staff to circulate.<br>Use clapping to get attention.<br>Insist on the rules.<br>Monitor noise levels.<br>Be aware of any spillages, and clean up asap. |
| To show we are **KIND & RESPECTFUL**: | Chat only to others on the same table.<br>Follow adult instructions.<br>Use our cutlery properly.<br>Say please and thank-you.<br>Clear away cups, plates, and cutlery.<br>Leave the hall quietly and sensibly. | Arrive for duty on time.<br>Ensure your duty is covered if you are unable to do it.<br>Model good manners.<br>Praise appropriate behaviour. |