

Helsby Hillside Primary School

Behaviour and Relationships Policy

Reviewed March 2025

Ready
Respectful
Safe



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Approved by:	Teaching and Learning Committee	November 2025
Next Review:	November 2026	

With kindness, respect and gratitude, together we aim high in all we do

Introduction

Helsby Hillside Primary School is 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 responsibility for their behaviour and encourage others to do the same. Our behaviour and relationships policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respecting the rights of each other, a partnership approach to managing issues and dynamic interventions that support staff and learners. Hillside is committed to providing a caring, friendly and safe environment for all of our pupils to enable them to learn in a kind, safe and secure atmosphere. Bullying of any kind is unacceptable (please see our anti-bullying policy).

Aims of the policy

- To create a culture of positive behaviour: for learning, for community, for life
- To create a restorative culture where relationships are central to addressing behaviour.
- To ensure that all learners are treated fairly and to promote good relationships.
- To praise excellent behaviour and address inappropriate conduct in a safe forum between adults and children (praise in public, correct in private).
- To help learners take control over their behaviour and be responsible for their actions.
- To build a community that values excellent behaviour
- To ensure that those with special needs or disabilities are supported to be the best they can be.

Our school rules are: Ready Respectful Safe



Expectations of ALL Adults

We expect every adult to: –

- Meet and greet children at the classroom door.
- Refer to the school rules in their approach to behaviour.
- Model positive behaviours and build relationships.
- Use a visible recognition mechanism throughout every lesson (eg team points, marbles in the jar and use of verbal positive praise).
- Follow the Helsby Hillside behaviour and relationships policy.
- Be calm and give reflection time when going through the steps. Prevent and attempt to avoid flash points before sanctions.
- Restore the relationship with the learner, retain ownership and engage in reflective dialogue with learners.
- Build positive relationships with parents.
- Have high expectations of all children with regard to behaviours at all times.
- Plan lessons that engage, challenge and meet the needs of learners.
- Never ignore or walk past learners who are making negative behaviour choices or struggling with their behaviour.
- Record all incidents, even those considered minor on CPoms and escalate behaviour incidents in line with policy.

Senior leaders

Senior leaders are not expected to deal with negative behaviour incidents in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior Leaders will:

- Meet and greet learners and parents at the beginning of the day.
- Be a visible presence around the school at the start and end of the day.
- Celebrate learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing learners with more complex or entrenched behavioural difficulties.
- Regularly review provision for learners who fall beyond the range of written policies (via inclusion team).
- Support SENDCO in making referrals to multi-agencies should there be a concern around SEMH (behaviour).

Our behaviour and relationship policy is based on five core principles:

1. Calm, Consistent Adult Behaviour

At Helsby Hillside Primary School, we believe that calm and consistent adult behaviour is the foundation for good behaviour management.

2. Relentless Routines

To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they begin to self-regulate. Routines are the cogs at the centre of all classroom practice. At Helsby Hillside Primary School, we recognise that where calm and consistent routines are established, children feel secure to take risks in their learning. We establish clear routines and expectations to ensure children know exactly what they should be doing. These routines include how we expect children to stop what they are doing and await an adult's next instruction, how to line up and how to move around school safely.

3. First Attention to Best Conduct

At Helsby Hillside Primary School, we catch children doing the right thing first before we deal with poor behaviour. We do this by using the following:

- Publicly praising those children doing the right thing
- Marbles in the jar (KS1) leading to an end of term team reward
- Team points (KS2) leading to an end of term team reward
- Monthly Celebration Awards
- Weekly certificates
- Team Points chart/journey through Helsby shared in weekly assembly
- Where possible, positive communications home or verbal comments to parents at pick-up/drop-off

4. Scripting difficult conversations

Short, concise conversations use carefully scripted language to support consistent behaviour management across the school. The idea is simple. It is carefully planned, predictable and a safe way to send a clear message to the child. It leaves the child reflecting on their conduct. At the pivotal point of behaviour management, it enables us to address difficult behaviour while leaving the relationship with the child perfectly intact.

5. Restorative and Inclusive Approaches

We have put the following in place to support the children

- Restorative process that underpins our behaviour policy
- A calm space in 'the Den' that children can access
- A dedicated pastoral team and continuum of social, emotional, mental and health support.
- Pastoral interventions in small groups/pairs/with individuals
- ELSA support/interventions in small groups plus FSW interventions

As adults we aim to understand and support children in finding the solution and find a way to learn from their mistakes.

Questions that are useful in framing these conversations are:

- Can you help me to understand what happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- What could we do differently in the future?

Intervention Approach

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine has been broken. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner, thanking them for listening; allow time for the child to decide what to do next.
- If there are comments, as you walk away write them down and follow up later – do not chase secondary behaviour.
- Resist endless discussions around behaviour and spend energy on returning learners to their learning.

Classroom Sanctions



Exceptions:

In all instances of physical violence, vandalism or racism, parents must be contacted, and the incident should be recorded on cpoms. Inclusion lead / SLT will become involved to support the child and the member of staff if needed. Restorative conversation must take place after the crisis and after the child has calmed. For persistent negative behaviour or when a child is identified as vulnerable a behaviour support plan will be made following consultation with SENDCO and parents. When a child is experiencing heightened emotions and dysregulation, they should be relocated to a safe space to allow them to de-escalate.

Outdoor Playground Sanctions



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In all instances of physical violence, vandalism or racism, parents must be contacted, and the incident should be recorded on cpoms. Inclusion lead / SLT will become involved to support the child and the member of staff if needed. Restorative conversation must take place after the crisis and after the child has calmed. For persistent negative behaviour or when a child is identified as vulnerable a behaviour support plan will be made following consultation with SENDCO and parents. When a child is experiencing heightened emotions and dysregulation, they should be relocated to a safe space to allow them to de-escalate.

When things go wrong

We recognise that there are incidents where behaviour will need to be escalated to a higher level if a child is not responding in line with the school behaviour policy. Decisions will be made based on the frequency and seriousness of the breach of the policy. Where there are concerns of a child requiring additional support, we may also use the Graduated Response to inform our decisions. The following process will be followed:

Trigger 1:

6. Children who have reached step 3 on 6 or more occasions, will be put on a behaviour plan for a half term. This is recorded on CPOMS. Parents will be informed by class teacher. Children may be selected for an IBP for frequent low-level incidents, or for behaviours that follow a trend and require targeting e.g. use of disrespectful language.
7. Behaviour plans run for a half term and are reviewed weekly.
8. Children and a member of the leadership team will identify the key issues and the plan to improve behaviour moving forwards. The initial set-up of the plan will be recorded on CPOMS.
9. Class teacher will monitor this daily.
10. This will be reviewed weekly by a member of the leadership team, alongside the child and a new target set for the next week.
11. At the end of the 6 weeks the behaviour plan will be reviewed and discussed between the child and the member of the leadership team. A decision will be made whether to continue or to release the IBP. This will be recorded on CPOMS.

Trigger 2: If children are not responding to their behaviour plan, parents will be invited into school to discuss the plan and how to move forwards. A risk assessment for the child may be put in place. The Education Access Team may be alerted to 'a child at risk of exclusion'. External agencies may be contacted in order to identify a higher level of support (this may include a recommendation of a Team Around the Family (TAF) or referrals to other outside agencies). It is expected that parents engage with this process.

Trigger 3: As a restorative practice school, we endeavour to avoid exclusion unless necessary. If a breach of this policy is deemed severe, we may seek advice from outside agencies to implement further reasonable adaptations to the school day to ensure the safety of the child and others.

Trigger 4: As a restorative practice school, we endeavour to avoid exclusion unless necessary. If a breach of this policy is deemed so severe as to warrant exclusion (and skip Trigger 3) the Governors of Helsby Hillside Primary School follow the latest update of the [National Guidance](#) (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England). The Headteacher will follow this guidance when managing any exclusion from our school.

Child Specific

Certain children require individual behaviour plans tailored to their specific needs. Systems are put in place by the class teacher in liaison with the SENCO, the child's family and/or an external Behaviour Consultant in addition to the whole school behaviour systems. Other outside agencies may be involved.

Age Specific

EYFS use a slightly adapted behaviour and reward system which is underpinned by ready, respectful and safe.

Supporting children who are struggling or making mistakes in their behaviour

When children start to show behaviours that are not conducive to good learning, we use the following approach;

- Gentle, quiet and under the radar approaches to support them to return to our expected behavioural norms
- If the techniques that are employed do not have the desired effect of getting the child to a calm and self-regulated state, time away from the class may be necessary

We use a variety of techniques such as humour, distraction, calming toys, weighted blankets etc to enable children to remain engaged in learning/ making good choices. The aim is always to get children to self-regulate and to re-engage with their learning. This approach may be bespoke to each child depending on their need. Once a child is calm and regulated, a restorative conversation must take place. This may also need to include a logical consequence. If a child has missed learning, then they will be asked to complete that learning during their time (break, lunch, after school or at home).

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Crisis behaviour in which there is violence, a danger to self/staff/children, or vandalism

In all instances of violence, self-harm or vandalism, parents must be contacted, and the incident should be recorded on CPOMS. Inclusion Team/ SLT will become involved to support the child and the staff member. A plan will be made to support the child.

Restorative conversations must always take place after crisis and after the child has calmed. The school may consider internal exclusion, reduced timetable or other strategies intended to build 'success' for pupils to be in school safely and accessing their learning.

Use of reasonable force

Due to the complex needs of some of our pupils, we recognise that there may be a need for staff to physically intervene when there is an obvious risk to the safety of pupils, staff, and

property. Helsby Hillside Primary School has adopted the term 'Positive Handling' to describe such interventions.

This follows an approach taken by an organisation named Team-Teach, whose objectives our school has adopted. Positive handling may be used when children are:

- Causing disorder
- Hurting themselves or others
- Damaging property

As per our current policy staff have been trained in the use of Team Teach techniques for de-escalation and physical intervention with young people in school. An up-to-date record of who has received this training is always kept in the staff room. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Where the scenario allows, we will call on members of trained staff in Team Teach to support in the management of behaviour when de-escalation and/or physical intervention is needed. Further guidance can be found in the Department of Education document "Use of reasonable force in schools".

Graduated response approach

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Where a child or young person is identified as possibly having Special Educational Needs, schools and settings should take action to remove barriers to a child or young person's learning and put effective special educational provision in place. This is called SEN support. Support should take the form of a four-part cycle (assess, plan, do, review) involving the parent and carers and the child or young person. By taking this approach earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person needs and of what support will help to secure good progress and good outcomes for them. This approach is known as the Graduated Response.

Exclusion

Helsby Hillside follows the local authority and national guidance on exclusion.

Unacceptable behaviour outside the school

Community partnership and cohesion is extremely important at Helsby Hillside Primary School. We expect pupils to take responsibility for their actions outside of the school. All unacceptable behaviour and instances of bullying occurring anywhere outside the school, which have been witnessed by a staff member or reported to the school, will be dealt with using the school behaviour policy.

This will include any unacceptable behaviour when a student is:

- Taking part in any activity organized by the school
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school who poses a threat to another student or member of the public or could adversely affect the reputation of the school.

Discrimination

Discrimination against any of the protected characteristics relevant for children (age, gender, race, religion or belief, disability, sex) is not tolerated at the school. Approaches for inclusion, mutual respect and tolerance are built into the PSHE curriculum and taught as part of British Values. Such instances are dealt with seriously, actions taken and families communicated with. Instances are recorded and monitored and reported to Governors. Please see our Equality Policy also.

Actions will include:

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- Communicating what the unacceptable behaviour involves
- Defining what we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

Sexual Harassment (please also see Safeguarding Policy for child-on-child abuse)

We have a culture of respect at the school, and the below guidance is for policy and procedure purposes.

Any instances of alleged sexual harassment would always be taken incredibly seriously, and any cases will be judged individually by the Headteacher (or delegate) to decide on a course of action.

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Responses will always involve families and will be:

- Proportionate – the age and development stage of the alleged perpetrator will be considered
- Considered – the nature and frequency of the alleged incident(s), and the wishes and feelings of the alleged victim
- Supportive – balance the sanction alongside the needs of the alleged victim and alleged perpetrator, and ensuring education and safeguarding support upheld

This may include:

- Following our usual behaviour procedures and consequences
- Exclusion
- Internal exclusion
- Re-education and curriculum support
- Involvement of early help agencies
- Involvement of the police

Instances will always be recorded and are monitored.

Monitoring

The Headteacher is responsible for monitoring the effectiveness of this policy on a regular basis and for reviewing the policy annually in partnership with staff and the Governing Body.¹² Consistency of use will, therefore, be monitored informally throughout the year, during lesson drop-ins, pupil voice and learning walks.

We will use behaviour data on CPOMS to assess and monitor school wide behaviour each term. Children with a significant patterns of behaviour will meet a member of the leadership team to offer additional support. Parents will be contacted to discuss how they can support the school and their child. We will regularly review provision for learners who fall beyond.