



Outwood Primary School Relationships & Behaviour Policy

2025

INTENT

At Outwood, we value each member of the school community in their own right, irrespective of ability, gender, sexual orientation, race or background. We aim to develop and foster in all of our children; a sense of self, knowledge of values and strengths and an understanding of their resilience to overcome challenges. We have pupils from all backgrounds and take pride in providing an education that is tailored to the individual child's specific needs. All children are encouraged to develop their talents and gain knowledge of their strengths to fulfil their full potential, whatever that looks like for them. Children who require extra support are guaranteed a helping hand, through empowering, sensitive, individually targeted strategies allowing them to achieve and prosper in a stimulating and caring environment. Our core belief is that all behaviour is communication therefore we are committed to developing and embedding the principles of Transformative Communication and Restorative Approaches to support our children in reaching their full potential.

We provide a secure, happy and stimulating environment in which we champion self-discipline and respect for self, other people, property and all living creatures. Should something go wrong, we look beyond the behaviour and try to understand the driver behind it. We supportively and empathically challenge children to; learn from mistakes, take responsibility for their actions, resolve conflict, go out of their comfort zone, learn to understand their rights and responsibilities. We aspire for children to learn to care for one another; to develop positive relationships and for parents/carers to have confidence in the school in the knowledge that their children are working in a happy and co-operative environment. We do all of this through our Outwood Primary School values - the Acorn values:

- A – Aspirational learners who embrace learning throughout their lives
- C – Curious and inquisitive minds that explore the world around them
- O – Open minded individuals who embrace all opportunities with enthusiasm
- R – Respectful and resilient global citizens who excel in a rich and diverse curriculum
- N – Nurturing and caring individuals who make a positive contribution to society

These 'Acorn' core values feed through all of the children's learning.

IMPLEMENTATION

In order to enable the children to be clear about the ways in which they can work and play safely and happily, specific aspects of school life are addressed on a regular basis via everyday conversations, the PSHE curriculum and in assemblies. Individual and group reminders are given as and when appropriate.



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Transformative Communication

At Outwood Primary School, we believe that good relationships are at the heart of everything our school does. Transformative Communication is a dual strategy language approach used by all staff in school. Through extensive training, all staff know how to both proactively and reactively communicate with our children in such a way that; helps empower children's inner voices (how they see themselves and the world around them), harnesses self-compassion, and empathically challenges children to navigate their way through school life, all the while learning lessons about themselves that can have a long lasting, wide ranging and transformative impact on them in Primary School and beyond.

Promoting Positive Learning Behaviours

Routines

Class teachers are responsible for establishing clear routines within their classroom that promote positive learning behaviours, this is through a class charter. Golden rules are also shared and displayed in each classroom.

To ensure readiness to learn at the start of the school day, class teachers should have meaningful learning activities for the pupils as they arrive.

Children should not be allowed to loiter in the cloakrooms at any time during the school day. It is class teachers' responsibility to insist that their children bring everything they need into the classroom at the start of the day.

Children are expected to bring a cleaned and filled water bottle to school each day.

Children should be encouraged to go to the toilet at playtimes only. However, teachers may use their discretion and knowledge of the child to adapt this where needed, for example, medical reasons.

In order to encourage children to be independent learners and develop a sense of ownership of their classroom, class teachers should ensure that their classroom is well organised and that resources are clearly labelled and accessible to all children. For example, well stocked and tidy pencil pots, clearly labelled drawers and cupboards.

Rewards

We communicate our expectations frequently to children and aim to foster a sense of worth by rewarding positive actions. There are many ways to reward children, the first principle being that children are always praised for positive actions and the reason for this praise is made explicit (thus reinforcing expectations). We highlight good behaviour giving due consideration to the child's sensitivity and age. Positive learning behaviours are celebrated through individual class dojo rewards that can be accumulated and "spent" collectively as a class during "Dojo Time" on a Friday afternoon.



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Every Friday, the school celebrate the excellent work and behaviour of the children at Outwood Primary School. In the celebration assembly, each teacher chooses 2 children who have demonstrated the Acorn values that week. During this time, individual children may also celebrate achievements out of school, such as scouts or Brownies awards.

The school seeks to avoid the more overt class charts which record individual success because progress or lack of it can be inappropriately compared, and children can become demotivated. The school also seeks to ensure consistency throughout the school. Therefore, all members of staff are expected to adhere to the procedures outlined in this policy, rather than introduce their own systems. However, for some pupils with additional needs, an individual reward system or pastoral support plan may be necessary. This should be discussed with the Inclusion Manager.

As well as verbal praise, all members of staff in school award Class Dojo points for a variety of reasons:

Outstanding effort (in any area of the curriculum)

Exemplary behaviour (including kindness, compassion and manners)

Consistently high standards of effort

Improvement in effort

Improvement in behaviour

Key factors in changes in a child's behaviour

We recognise that at times a child's behaviour can change and that this can sometimes be an indicator of underlying problems. It is therefore necessary to attempt to find the cause of the problem, which may be one of the following reasons:

- a change in circumstances either at school or at home
- an upset with friends
- bullying
- poor health/medication
- tiredness
- dietary factors
- additional needs

Agreed Strategies for Improving Unacceptable Behaviour

These strategies are dependent on the nature of the unacceptable behaviour and the age of the child and are always thoroughly investigated prior to action. Transformative Communication will be used to both empathically challenge behaviours and establish a strong connection with the child in question. This may involve elements of Restorative Approaches, in which case a sanction may not be necessary.



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Consequences

If a child exhibits unacceptable behaviour, the following steps are followed:

- The adult with the child will engage in a '4Es' conversation (Empathy, Expectation, Empowerment and Evidence)
- The adult will start the conversation with empathy or acknowledgement of the driver(s) behind the behaviour, before adding an expectation then empowering the child to see they have the skills to meet the expectation. The adult would then add evidence that the child has shown the required skills before (if this is applicable).

Following a 4Es conversation, if the behaviour continues, the adult will again empathise (or acknowledge) the driver(s) behind the behaviour then give notice of a potential consequence.

If we deem that the child is behaving in such a way that breaks school rules and/or is unsafe to themselves and/or those around them, the following steps will be taken.

After the 4E conversation there may be specific consequences put in place. For example, in KS1, the child may miss some of the next playtime. In KS2, the child may miss at least 10 minutes of the next playtime.

If the child continues to display behaviours deemed to be unsafe, advice will be sought from the school's Inclusion Leader and a 'My Plan' may need to be put in place. This is a personalised risk assessment and support plan for a child who needs this. If a child displays unsafe behaviour, trained staff will use the 'Team Teach Approach'. This is a positive toolkit approach that gives practical de-escalation and crisis intervention strategies for staff to use to minimise risk and manage conflict safely and respectfully. This may involve physical intervention.

The class teacher or a member of the SLT will discuss the issue with the child's parents/carers.

Incidents of unacceptable behaviour are recorded on the school's CPOMS Program. Consequences such as missed playtime are recorded on the CPOMS Program. This will then alert the headteacher. Information may be shared between staff as appropriate and in a professional manner in order to ensure all staff are aware of any particular needs of children and to effectively manage potentially difficult situations.

In more extreme circumstances it may be necessary to exclude a child after consultation between Headteacher, Governors and parents/carers in accordance with DfE regulations (see Exclusions Policy).

In the rare event of physical assault upon a member of staff, racial abuse or a hate incident towards any member of the school community, the incident, in accordance with Stockport Local Authority's policy will be reported to the governors and to Stockport Children's and Young Peoples Services.



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Behaviour at Break and Lunchtime

We recognise that children need to relax at break and lunchtimes, but we expect the same high standards of co-operative play and considerate behaviour.

The school has invested in playground equipment to cater for all age ranges and playtime preferences. To support our aspirations for a healthy and happy lifestyle for our children, the school employs sports coaches to organise lunchtime activities, including sports activities where skills are taught and practised. During morning and lunch break times, older children act as 'Buddies' with younger children, to try to ensure happy playtimes for all. Sports Ambassadors from Year 6 organise activities for all children to engage in.

At the beginning of each term, class teachers discuss and reinforce school and playground rules and base Circle Time discussion on situations appropriate to their class. The agreed rules in our behaviour policy apply at all times. Midday assistants, sports coaches, teachers and teaching assistants on duty will encourage and reward positive behaviour and follow this policy too. Playground routines in child friendly language are displayed in the playground.

Working Together

It is important that consistency throughout the school is maintained and that children are reminded on a regular basis of our code of conduct. We value the views of all those concerned with the smooth running of our school, in particular our parent/carer partnership, and wish to consult with parents and carers on a regular basis in order to hear their views.

Signed: Mrs J Maude
Date: September 2025



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Appendix 1

Appendix 2

Appendix 3