

Lowton West Primary School



Whole School Relationships and Behaviour Policy

Policy reviewed by J.Westhead

Date policy reviewed: March 2026

Ratified by Governing Body:

Dr. G. Merrett (Chair of Governors)

Mrs J. Westhead (Headteacher)

Review date: March 2027



Lowton West Primary School Whole School Relationships and Behaviour Policy

Aiming High Together

1. School Vision and Mission

School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self-expression and imagination

C = Creating confident, resilient, life-long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

At Lowton West Primary School, we also strive to develop and uphold British Values.

The five British values that the Government has identified for schools to focus on are: -

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

OUR SCHOOL CODE OF CONDUCT:

1. Come to school on time and ready to learn.
2. Show respect for others and the environment.
3. Listen carefully and follow instructions.
4. Always try your best.
5. Be honest.
6. Be kind, caring and helpful to everyone in school.
7. Always be polite and well-mannered.
8. Always keep yourself safe and think about the safety of others.
9. Always walk around the school building.

10. Make sensible choices at all times

The Code of Conduct will be reinforced in assemblies, displayed around school and referred to with the children when necessary.

2. Purpose and Principles

This policy promotes positive behaviour and wellbeing, aligning with the DfE Behaviour in Schools guidance (Feb 2024). Behaviour is communication; we nurture through consistent and supportive relationships.

The purpose of the policy is to create a safe environment in which all pupils can learn and reach their full potential.

3. Legal Framework

This policy complies with: Behaviour in Schools (DfE 2024); Suspension and Permanent Exclusion (2024); Education and Inspections Act 2006; Equality Act 2010; Keeping Children Safe in Education (2025); Use of Reasonable Force in Schools (2013).

4. Leadership and Management

Roles and Responsibilities:

The role of school leaders:

The headteacher and senior leaders will oversee implementation of the policy and provide training and support for staff as required;

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders will ensure that **all staff understand the behavioural expectations** and the importance of maintaining them.

School leaders will ensure **that all new staff are inducted** clearly into the school's behaviour culture

School leaders should consider any **appropriate training** which is required for staff to meet their duties and functions within the behaviour policy.

School leaders will ensure that staff have adequate training on matters such as **how certain special educational needs, disabilities, or mental health needs** may at times affect a pupil's behaviour

The Headteacher will ensure that adequate resources are allocated to support the implementation of the policy (physical resources and human resources)

The role of teachers, teaching assistants, office staff and all other staff:

All staff will model positive behaviour; follow the policy; liaise with parents, senior leaders and parents as required;

All staff will communicate the school expectations, routines, values and standards both **explicitly through teaching behaviour and in every interaction with pupils.**

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, **every pupil will be made aware of** the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be made aware through assemblies and in class.

Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and that they should contribute to the school culture. This will be taught to pupils through assemblies and in class.

Pupils will be encouraged and expected to take responsibility;

The role of parents

The school will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour and encouraging parents to celebrate pupils' successes.

Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Parents are asked to support the school's policy

The role of the Pastoral Support Team

The Pastoral/ Safeguarding Manager will support staff and pupils by providing any relevant training and by leading targeted support for individual pupils or groups of pupils.

The Mental Health and Well-Being Practitioner will support staff and pupils by providing any relevant training and by leading targeted support for individual pupils or groups of pupils.

The SENCo will support staff and pupils by ensuring that staff receive relevant training and by ensuring that referrals are made to external agencies where necessary

The Attendance and Welfare Officer will support parents and pupils as necessary and will signpost parents/ pupils to the other members of the pastoral team when needed.

The role of the Governing Body

The Governing Body will monitor and review effectiveness of resources allocated and the policy.

5) Staff induction, development and support – including regular training for staff on behaviour

Staff will receive regular training on general behaviour management, including establishing effective relationships and effective learning environments.

Staff will also receive training on how to support pupils with specific needs.

As part of the school's induction process, new staff members will receive a copy of this policy and any relevant training.

6) Pupil transition – including induction and re-induction into behaviour systems, rules, and routines

The school carefully considers how it supports all pupils with their transition points throughout the school year and end of year (i.e. from year group to year group/ transition to high school). However, staff must also recognise pupils transitions throughout the school day as pupils may experience anxiety in unpredictable and unfamiliar environments, which may require additional support and time to adjust.

New pupils will be inducted into the school's behaviour systems by their class teacher. Any pupils who have been subject to a temporary suspension will be re-inducted into the school's behaviour systems through a re-integration meeting upon their return to school.

7) Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour

Staff need to ensure that adjustments are made to routines and expectations, in order that all children including those with additional needs, adverse childhood experiences and/or trauma can meet behavioural expectation.

Staff need to be mindful that not all pupils requiring support with behaviour will have identified additional needs or disabilities.

Learner Profiles and Positive Behaviour Plans should be shared by the class teacher to all staff who are working with individual pupils to ensure a consistent approach. Staff should refer to the provision and strategies outlined in the Wigan Additional Practice Toolkit.

8) Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse

The school teaches its pupils about healthy relationships through the PSHE curriculum, assemblies and annual workshops led by the local authority.

Any response to child-on-child abuse will follow the school's safeguarding policy and procedures.

This section of this policy links to the 'Keeping Children Safe in Education' document and the school's safeguarding policy.

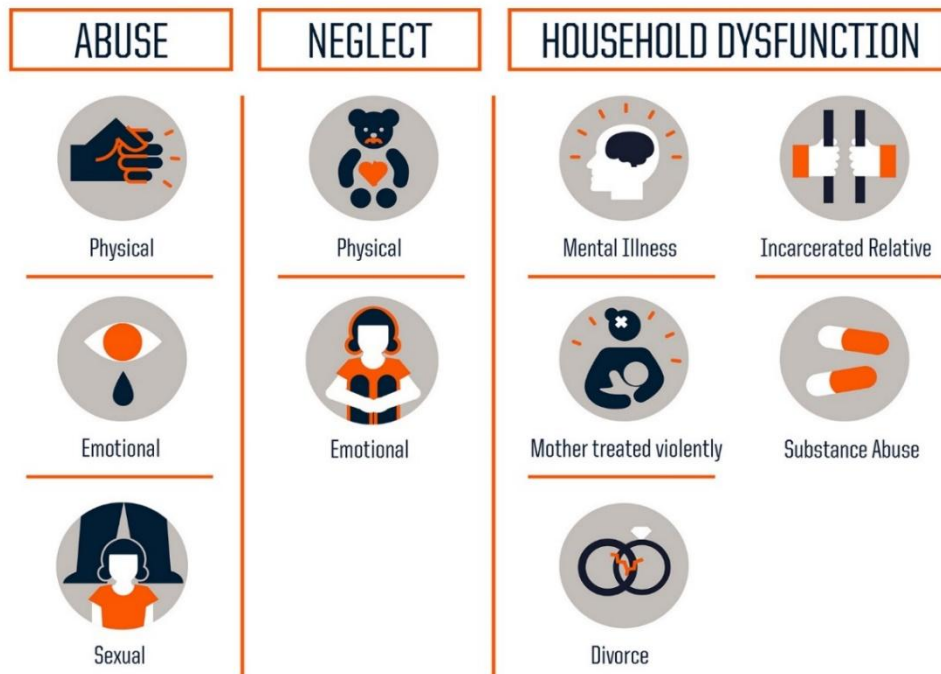
All behaviour is communication

We aim to provide a calm and nurturing environment where young people feel safe, and are empowered to learn about and form positive, trusting relationships. We have high expectations for all our young people and adults throughout the school day. We recognise that exacting standards of behaviour impacts positively on our journey to ensure all young people can achieve and thrive both inside and outside the classroom.

We recognise that behaviour is communication: young people and adults communicate their feelings, emotional state, and needs through their behaviour. Adults must regulate their own needs and feelings whilst trying to support young people to understand and regulate themselves.

We understand that our behaviours are driven by our emotional state which are influenced by our individual experiences, in particular those from early childhood. Adverse Childhood Experiences (ACEs) can also affect our well-being, health and how we view and interact with the world.

Adverse Childhood Experiences



Source – Centres for Disease Control and Prevention
Credit – Robert Wood Johnson Foundation

At Lowton West, we remember to view each child as a young person. We understand the stage they are at and consider their lived experiences. We acknowledge how this influences their view of the world around them and empathise with how it can impact on their ability to develop trust, regulate emotion, and feel safe.

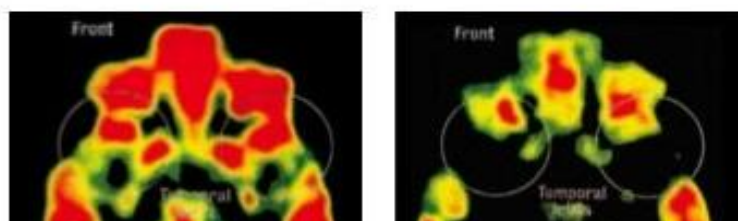
Toxic stress is the body's response to lasting or prolonged stress, without adequate support. Experiencing a number of ACEs without protective factors can cause this stress and have a significant impact on the young person's present and future:

Toxic stress from ACEs can negatively affect children's brain development, immune systems, and stress response systems. These changes can affect children's attention, decision-making, and learning. ⁱ

Protective factors are attributes that that help people deal more effectively with stressful events and mitigate or eliminate risk in families and communities, for example: the presence of a loving and supporting parent; positive self-perception, self-regulation skills, parenting competencies, positive school environment.

Young people experiencing toxic stress may struggle to focus whilst in school and may not give priority to being in school or conforming to our expectations. They may not interact positively with peers and/or adults.

Comparison of the developing brain



Source – Newsweek. Spring/Summer 1997 Special Edition
Credit – Dr. H. T. Chugani

We also consider the developmental stage of the young person and know that this may not always correspond to their chronological age. There may be different skills that need to be taught, modelled, and practised over time to support their ongoing social and emotional development.

We acknowledge that adults can be a protective factor in the life of any young person, endorse positive relationships as a vehicle of change and passionately believe that developing relationships is the foundation of all interactions. These relationships support the development of collaborative skills and can empower young people to make positive changes to their own lives and futures.

Every interaction is an intervention by which we model and teach the behaviours we wish to see. Our PSHCE curriculum alongside our RE and RSE curriculum aims to teach young people about positive relationships, choices, rights, and responsibilities. We teach them about the power of positive relationships: how to build and maintain them as well as how to repair them following any conflict.

A safe and nurturing environment

To make our school a safe and nurturing learning environment, we have school rules that are based on being kind and cooperative:

OUR SCHOOL CODE OF CONDUCT:

1. Come to school on time and ready to learn.
2. Show respect for others and the environment.
3. Listen carefully and follow instructions.
4. Always try your best.
5. Be honest.
6. Be kind, caring and helpful to everyone in school.
7. Always be polite and well-mannered.
8. Always keep yourself safe and think about the safety of others.
9. Always walk around the school building.
10. Make sensible choices at all times

Children are taught about their rights and responsibilities. All staff will regularly reinforce the following messages:

Rights and Responsibilities:

- We all have a right to learn.
- We all have a responsibility to make the classroom somewhere we can learn.
- We all have a right to feel safe.
- We all have a responsibility to keep everyone safe.
- We all have the right to be individuals.
- We all have the responsibility to make everyone feel part of the class and school community.

Instructions change depending on the context and circumstances, but the code of conduct should be consistent and apply to all.

The school's Code of Conduct is displayed around school and young people are clear about the meaning through open discussions in class and assemblies and through regular reminders and refreshers.

We expect all members of our school community to be polite and respectful. Our Equality Policy is explicit regarding our views on the use of racist and sexist language, and all other discriminatory language and behaviour. Every incident is challenged, recorded, and resolved.

We understand that this may come from how young people are socialised, their early experiences, current circumstances or how they view the world and their relationships with others. As such, we take a proactive approach in modelling appropriate language, validating their feelings and emotions, and using empathic listening.

All aspects of our policies apply to every member of our school community at any time they are on school premises, including (but not limited to) young people, staff, parents, carers, visitors, professionals, contractors.

Our anti-bullying and online safety policies detail our preventative, reactive and restorative approach to bullying. Any incidents of child-on-child abuse, verbal, physical, domestic or sexual abuse is taken very seriously and fully investigated. This is comprehensively detailed in our safeguarding policy.

All parents and carers have access to our Behaviour and Relationships Policy through our website. A paper copy can be provided upon request. The policy is reviewed regularly and policy updates are published clearly on our website.

9. School systems including rules and routines

Movement Around the School

We aim to ensure that:

- Children walk at all times
- Children move in single file
- Children move and line up sensibly and quietly
- Children are able to gather resources quickly and sensibly
- There is a collective responsibility from all staff for the movement of children throughout the school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- Kindness
- Tolerance
- Co-operation
- Consideration
- Patience
- Empathy
- Honesty
- Respect

Unacceptable Behaviour

The following behaviour is considered to be unacceptable:

- Bullying (*see Anti-Bullying Policy for further information*): including cyberbullying, prejudice-based and discriminatory bullying)
- Aggressive games
- Swearing
- Rudeness
- Stealing
- Telling lies
- Hitting
- Punching
- Kicking
- Name calling
- Inappropriate attitude
- Not showing respect for others
- Physical threats
- Not following instructions
- Verbal abuse

Self-discipline

We aim to encourage the children to:

- Manage their feelings
- Take turns and share
- Work independently and co-operatively
- Work consistently, always giving of their best
- Make the right choices
- Be honest
- Respect others and the environment

Self-esteem

We aim to:

- Promote a “Can do” culture
- Provide opportunities for children to work at their own level in order to achieve success
- Help children gain confidence in their own ability
- Motivate children to improve their performance
- Encourage children to take pride in their achievements, sharing their ideas and skills with others
- Give positive praise for individual successes and achievements
- Provide support to individuals as needed, e.g. targeted support from the Pastoral/ Safeguarding Manager or the Mental Health and Well-Being Practitioner

Parental Support

We aim to:

- Welcome parents into school and make them feel valued (open-door policy)
- Develop good communication between parents and school
- Keep parents informed about their child’s behaviour
- Signpost parents to relevant resources and support if they are struggling with their child’s behaviour at home.
- Signpost parents to relevant training, e.g. training provided by the LA, the Wigan Embrace team, the TESS team and Solihull Parenting courses.
- Support parents with their child’s behaviour, for example through the use of Positive Behaviour Plans, Learner Profiles, Early Help Plans, meetings with school and/ or external agencies.

These are the ways in which we support parents and we would hope parents support the school by attending any meetings.

Communication

We aim to:

- Avoid classroom interruptions
- Keep children, staff, parents and governors well informed and involved in policy making as appropriate
- Provide high quality training with regard to Positive Behaviour Management and Anti-Bullying (from Senior Leaders and /or TESS Team and other external agencies) for all staff, including teachers, teaching assistants, teaching assistants with midday supervisory roles and Governors.
- Give advance notice where possible
- Assist with good communications by operating as a team
- Hold regular meetings to discuss issues
- Liaise with external agencies as appropriate

Anti-Bullying

At Lowton West Primary School we have a “zero tolerance” approach to bullying. Incidents of bullying will be dealt with seriously and in accordance with the school’s Anti-Bullying Policy.

Confrontation

Staff will endeavour to avoid confrontation with pupils and try to resolve issues successfully in a number of ways following the guidance in this policy.

Mobile phones: Pupils are not allowed to use their mobile phones on school premises (refer to mobile phone policy).

A curriculum supporting personal development and growth

We understand that learning, behaviour, and self-esteem are intertwined. We are committed to teaching a balanced and broad curriculum that is based around values and supports young people in:

- developing self- awareness, management of feelings, motivation, empathy, and social skills
- nurturing self-esteem, personal responsibility, acceptance of difference and positive relationships
- celebrating achievement (academic, social, and personal).
- helping them to overcome obstacles to learning
- developing skills in managing conflict and repairing relationships through restorative practices
- promoting a love of lifelong learning
- preparing for life beyond the school gates.

Rewards and sanctions

Many young people are motivated by the positive and specific attention paid to their efforts and achievements by the adults who care for them and know them best.

Although the effectiveness of external reward systems (e.g., stickers and charts) in motivating change is limited, we utilise some of them to serve as reminders of past successes.

It is typically more effective to focus on reminding them of current successes and positives, prompting them to repeat/recreate them, such as: school newsletters, merits, house points and achievement assembly.

Our young people are encouraged and developed to be resilient and work through difficulties and challenges while the adults remain aware of and empathetic towards their past experiences, current situations, and developmental barriers.

The activities created for them are pitched at the right level of challenge, designed to support success, and communicated effectively to ensure understanding.

(Individual Rewards)

Staff will:

- Never take away rewards from a pupil once they have been given or promised.

(Class Rewards)

Staff will:

- Make these visual for pupils
- Be enthusiastic about these rewards and use them regularly and consistently.
- Decide on target behaviour “We are looking for...”
- Display the reward that pupils will achieve as an incentive
- Promote intrinsic motivation

Teachers will use a range of positive reward strategies. Some of these can include:

- Written praise
- Verbal praise
- Praise pads
- Postcards home
- Sending pupils to other teachers
- “Lucky dip” boxes
- “Good Work” book
- House Point system, certificates, stickers, smiley faces, etc.
- Merit Award system throughout the whole school - Bronze, Silver and Gold. All winners receive a badge and the “Gold” winner receives a trophy which they keep for the week. Children have their name printed in the weekly newsletter.
- Whole school reward system for ‘Star Writer of the week’, ‘Maths Master of the week’, ‘Reading Champion of the week’.
- Sending pupils to an Assistant Head Teacher for recognition of good work or behaviour.
- Sending pupils to the Deputy Head Teacher for a Deputy Head Teacher’s sticker
- Sending pupils to the Head Teacher for a Head Teacher’s sticker
- Placing value on achievements e.g. Name in Weekly Newsletter, merits given in Whole School Assembly
- Phone-calls home to parents
- The house with the most house points at the end of each half term will be allowed to come to school in non-uniform for a day
- All children who are well-behaved for a full half term will participate in Fun Time Friday.

Consequences are not viewed as punishments. In school, both young people and adults understand that the consequence issued for inappropriate behaviour:

- helps them understand what it was that was unacceptable
- allows the young person to reflect on the behaviour
- helps them understand what they need to do next
- prepares them emotionally for being ready to repair and move on
- allows the young person to repair the issue
- allows the young person to resolve the situation with a teacher or other young person, as appropriate
- keeps others safe if the behaviour has been dangerous or disruptive.

Sanctions

The following can be imposed by the class teacher:

- A verbal reprimand appropriate to the child and misbehaviour
- A verbal warning that a sanction will be issued if the unacceptable behaviour continues
- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction
- Child sent to another appropriate adult to explain their misbehaviour
- Withdrawal of privilege relative to misbehaviour (including part or all of playtimes; not allowed to participate in an extra-curricular activity or represent school in a sporting event; missing some or all of Fun Time Friday)
- Referral to Assistant Head Teachers, Deputy Head Teacher or Head Teacher
- Involvement of parents
- Children who have not behaved all the half term may miss either part of, or all of their Fun Time Friday.

Shame is never used as a tool to influence a change in behaviour. We understand that shame is a toxic emotion that can trigger challenging behaviours or overwhelm a young person. This can significantly affect them and result in their opting out of learning and/or ceasing to engage in school.

Adults, whilst expecting consistent adherence to agreed rules, are aware that some young people have differentiated needs for support to enable them to follow and meet adult expectations. We consider their individual needs while remaining aware of and empathetic towards their past experiences, relationships, and current emotional state. Reasonable adjustments and adaptations will be made where necessary.

Lunchtime Welfare

Every lunchtime there are members of the SLT/ Pastoral Lead on duty, to ensure consistency in managing behaviour at lunchtimes:

- All teaching assistants with midday supervisory roles have a copy of the policy
- Midday supervisors receive training from the TESS Team and SLT/ Pastoral Team
- Year 5 and 6 pupils are often allocated as play buddies and Playleaders to support the younger children at playtimes and lunchtimes

Conflict resolution & restorative practice

When dealing with an incident where a young person has caused harm, a restorative approach is adopted. This response may be either formal or informal. Using this approach is valuable in helping us to understand what has happened, to consider the impact on those involved and to explore next steps to repair the relationship and move on.

Our approach is based on four key principles:

- **respect** for everyone by listening to other opinions and learning from them
- taking **responsibility** for your own actions
- developing the skills within our school community so individual members have the competence to identify solutions, repair harm, and ensure behaviours are not repeated
- **reintegration** by working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

The process is managed in a way that does not proportion blame. It promotes understanding, gives those involved a voice, provides an opportunity to be listened to and empowers all participants to seek a positive resolution they can influence. Working in this way can help identify meaningful outcomes where those involved take some ownership of the resolution. Frequently, it builds connections and develops relationships.

As part of the process, key questions are asked which helps with the processing of the wrongdoing or conflict. Those questioned are offered time to think and reflect on the event(s).

Restorative questions – for those who cause harm

- What has happened?
- What were you thinking and feeling at the time?
- What have your thoughts and feelings been since?
- Who do you think has been affected?
- How have they been affected?
- What do you think needs to happen next?

Restorative questions – for those who were harmed

- What were your thoughts and feelings about what happened?
- What has been the hardest thing for you?
- How have others been affected?
- What are the most important issues for you?
- What do you think needs to happen next?

Individual needs

This relationship policy is for everyone. All young people are unique in their experiences, regulation strategies and perception of the world. This is why a more personalised and individualised approach to behaviour management is used.

We have an experienced Pastoral team in school who ensure the policy is upheld with consistency, equality, and equity. We also work co-operatively with partner agencies.

Managing pupil transition

Changing classes, moving to new teachers and new schools can cause pupils and parents anxiety, particularly for some pupils from vulnerable groups such as SEND, looked after and previously looked after pupils. If this is not addressed it can adversely affect pupils' motivation, attitude, attainment and behaviour. Working constructively with parents and others can significantly reduce this stress.

At Lowton West we:

- Ensure that teachers receiving a new class at the beginning of the year are given appropriate information to help the teacher plan work and manage the class;
- Ensure that the class teachers build on the social, emotional and behavioural skills developed by the previous teacher;
- Hold a "Moving-up" morning in the Summer Term, where pupils spend a morning with their new teacher for the following academic year.
- Ensure Year 6 pupils are involved in transition days and activities with the High School.
- Year 6 SEND pupils with a higher level of need have additional visits arranged to the High School to meet the school SENCO and other pastoral staff. Parents of Year 5 SEND pupils with a higher level of need are advised to visit and contact the local high schools and attend High School Open Evenings whilst their child is in Year 5, to help parents make an informed decision regarding high school applications.
- Ensure that any children from vulnerable groups (such as SEND, looked after and previously looked after pupils) have additional meetings with their new teacher and new classroom where appropriate.

Our approach to low level behaviour

A Classroom Plan

Staff will devise a “Classroom Plan” – teachers will adopt rules, consequences and rewards in their classroom and use them everyday consistently.

Rules:

Staff will:

- Develop 3-5 class rules with pupil involvement (giving them ownership) that will be agreed, known and used at all times.
- Refrain from using “don’t” but positively phrased rules tell pupils what you want them to do.
- Ensure that rules are child-friendly.
- Display rules and consequences in every classroom.

Consequences:

Staff will:

- Ensure that there is a balance of rewards and consequences and that rewards should outnumber consequences.
- Not have child input.
- “Less is best”- not have too many consequences.
- Have a pastoral file set up in every classroom to record incidents of behaviour, what consequence a pupil has received (action taken) and any follow up. Other information can also be recorded in these pastoral files, including bereavements, family separations etc (This is a good record that can be passed up through the school and evidence to show parents, Head Teacher or external agencies if required).

Low Level Interventions

- Be there at the beginning of the day to meet the children as they come into school and at the end of every playtime/lunchtime. This should happen every day - be consistent!
- Ensure the level of work the children receive is matched exactly to their ability. If they have work that is too hard or too easy this can lead to disruptive behaviour. If work is carefully adapted and scaffolded, then children can succeed and all children must feel success no matter how small.
- Consider classroom management; for example, think about the seating arrangements in your classroom. Staff may need to include an additional table that children can be moved to, if they need “time out” or they’re disruptive. Furniture should be moved around if necessary to prevent behaviour issues.
- Consider sensory-based needs and seat pupils with sensory processing needs away from areas of high traffic or other sensory distractions. Include activities to support self-regulation into the classroom and school day.
- Circulate around pupils during activities. When approaching a child about their behaviour, staff will do this calmly to maintain a calm atmosphere.
- Positive praise must outweigh negative. Pick out good role models to praise and to demonstrate the behaviour you expect. There should be a ratio of 6:1. 6 positive comments to 1 negative comment.
- Deliver the PSHCE curriculum.
- Have high expectations of children’s behaviour.
- Ensure that consistent, excellent teaching practice underpins their plans to improve behaviour.
- Use the common reward system for academic and non-academic achievements
- Praise individuals, groups or classes as and when appropriate, including children who are not in their class
- Ensure resources are clearly labelled, easily accessible and that children have some responsibility for their care

Confrontation

- Not carrying out a confrontation in public (one to one)
- Not being dominant and threatening.
- Not being sarcastic or humiliating
- Showing respect towards the pupil
- Ensuring pupil's feelings are acknowledged
- Maintaining a calm atmosphere
- Offering a compromise
- Establishing normal relationships after an incident
- Acknowledging good behaviour a.s.a.p. after an incident has occurred

Guidance for staff (This list is not exhaustive - it is guidance for staff)

<u>Stage</u>	<u>Description</u>	<i>To support improvements to low level behaviour we:</i>
1a)	Low level behaviour issues, for example: <ul style="list-style-type: none">- off task/ talking when shouldn't be- persistently calling out- distracting others in class- name calling- not following instructions	<ul style="list-style-type: none">- are consistent in our expectations in class and a verbal reminder by teacher is given to refocus pupils.
1b)	If any of the above behaviours persist	<p>Verbal prompt and reminder by any staff member that if behaviour continues, a consequence (e.g. part loss or loss of playtime) will be given.</p> <p>Use of quiet space to regulate pupils if required.</p> <p>Consider if further support is required for emotional and/or sensory regulation and implement self-regulation strategies.</p> <p>The Zones of Regulation and visual cues may also be used to help children self-regulate.</p>
1c)	Movement and safety around school If children are: <ul style="list-style-type: none">- not lining up sensibly and quietly- running in the building- misbehaving in the cloakroom or toilets- not behaving appropriately in the dinner hall eg. coming in and lining up quietly, eating lunch sensibly etc	<ul style="list-style-type: none">- Verbal prompt by any member of staff- Part loss or loss of playtime(s) <p>Continue strategies to support self-regulation as above.</p>

	<ul style="list-style-type: none"> - talking in assemblies - not following instructions on the playground - not following instructions given by adults 	
2a)	<p>Persistent occurrences of stage 1b) and 1c) (between 3-6 times within a 1-2 week period)</p> <p><i>Staff record these incidents in a pastoral file eg. meetings with parents</i></p>	<p>a) - Continue sanctions as for Stage 1</p> <ul style="list-style-type: none"> - Class teacher to invite and meet with parents and inform them about their child's behaviour <p>Introduce further individual reward systems (e.g. reward chart agreed with pupil) to promote positive behaviour and attitude.</p> <ul style="list-style-type: none"> - Inform senior members of staff, in the first instance persistent behaviour should be reported to an Assistant Headteacher. <p>b) - If this behaviour continues following the above meeting, the child is sent to an Assistant Head, Deputy Head or Headteacher.</p>

Our approach to higher level behaviour

3)	<p>High level behaviour for example:</p> <ul style="list-style-type: none"> - Persistent occurrences of Stage 2 - Aggressive behaviour towards others eg. kicking, punching, fighting - Swearing - Spitting - Rudeness to staff - Throwing equipment - Bullying - Stealing - Verbally abusive - Persistently refusing to follow any instructions given by staff or senior leaders - Persistent general disruption 	<p>To reduce higher level behaviour, we:</p> <ul style="list-style-type: none"> - meet with parents (either SLT or class teacher) - keep Senior Leaders updated and informed when high level behaviour arises - support from school's Safeguarding and Pastoral Manager - explore any other pastoral events that may be impacting on pupil's behaviour and offer additional support (through nurture work, therapeutic work, counselling etc) - work jointly with parents to help reduce higher level behaviour. This may include signposting parents for additional support where applicable (Early Help, Embrace Team, Solihull Parenting Support, School Nurse, Early Help team etc) <p>Meeting with pupils to explore their voice (use of Three Houses, Talking Mats etc)</p> <p>Ensuring pupil understands school's expectations and school's Code of</p>
----	---	---

		<p>Conduct and follow behaviour policy and sanctions:</p> <ul style="list-style-type: none"> - Loss of playtime between 1-3 days (or more if necessary) - separate working space within the classroom - Removal from class eg. working with a TA in another classroom/area (any internal exclusions will be reported to parents). - Reasoned explanation of why the behaviour is unacceptable followed by an appropriate reason
4)	<p><i>Our approach to risk or crisis behaviour for example:</i></p> <ul style="list-style-type: none"> - Continued/persistent high level behaviour issues from Stage 3 and with no obvious improvement - Aggressive behaviour endangering the safety of others and themselves 	<p><i>To resolve risk or crisis behaviour we:</i></p> <p>Actions may include some or all of the following:</p> <ul style="list-style-type: none"> - SLT involvement - SENCO involvement - Keep parents updated regularly - Involve appropriate external agencies eg. <i>TESS team, CAMHS, Educational Psychologist, School Nurse, Start Well etc</i> - I.B.P, PSP/ Early Help Plan/ Positive Behaviour Plan - Use of appropriate interventions - Use of appropriate rewards and sanctions for the individual child

If deemed necessary, a sanction can be put into place immediately, either inside the school building or on the playground/ field. Verbal warnings/ sanctions can be given to children when they are outside on the playground/ field.

Missing playtimes:

Pupils may be given a detention during playtime and will be supervised by a member of staff. This will be an opportunity for them to reflect on their behaviour and/ or be reminded of the school's Code of Conduct. Children may be given a detention, for example write a letter of apology or complete work that was not finished due to inappropriate behaviour.

NB. During a detention, children must be given the opportunity to have their snack and go to the toilet.

Pupils who are known to require additional movement breaks and sensory breaks to support regulation must still be given opportunity to receive proprioceptive input.

If persistent high level behaviour continues, temporary or permanent exclusion will be considered. Advice from the Local Authority will be sought and National guidance will be followed.

Suspensions and permanent exclusions are used as infrequently as possible but may sometimes be necessary – as a last resort – where previous approaches to behaviour management have been exhausted.

We understand behaviour which has a negative impact on others can be attributed to a young person attempting to communicate an emotional need, however at times suspension or permanent exclusion may be necessary to maintain the safety of the school community.

We take reasonable steps to prevent the need to suspend or permanently exclude a young person, including working with parents, carers and outside agencies to make a plan to support the young person and affect change.

A suspension or permanent exclusion may have a serious effect on young people and may lead to a breakdown of relationships, generate feelings of rejection and shame, and affect their self-worth. We also recognise that suspensions and permanent exclusions may impact significantly on parents and carers, and this is considered as part of the process.

The decision to permanently exclude a young person is a highly regrettable decision and we do everything within our power to avoid such a serious measure.

Physical intervention

Reasonable force involves a degree of physical contact between a member of staff and a young person. This force is used either to control or restrain. Reasonable means using no more force than is necessary and for no longer than is necessary.

Professional judgement is always applied. For planned physical intervention, individual circumstances are considered, for example: their school history, our understanding of their ACEs and any emotional impact based on past traumas.

It is contemplated only as a last resort, where there is no other option and used in a way that maintains the dignity and safety of all concerned. All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care.

At Lowton West members of staff have attended “Team Teach” training. This training primarily teaches staff de-escalation strategies, however there will be occasions where a pupil is in danger of hurting themselves or others, in these cases Team Teach teaches restraint.

Staff use it to keep other members of the school community safe or to prevent a young person:

- causing disorder
- hurting themselves or others
- damaging property

Physical restraint is never used as a form of punishment. Following the use of physical intervention, we undertake work to repair relationships between all those effected using restorative conversations, solution circles and suitable reparation.

‘Significant incidents’ and incidents of physical restraint are recorded in our serious incidents log and parents are fully informed of the event.

Searching and confiscation of property

Any prohibited items found in a young person's possession on the school site are confiscated. There items are not returned to the young person.

The list of prohibited items include:

- knives, weapons, or something we perceive to resemble a weapon
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that we reasonably suspect has been, or is likely to be, used to commit an offence, to cause injury to, or damage to property of, any person (including the pupil) a person or damage property.

We may also search a young person or their possessions, for any of these prohibited items, if we believe they may have brought them onto the school site.

We may confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to the young person, following a discussion with senior leaders and parents, if appropriate.

The searching and/or screening of a young person will be conducted in line with the latest version of the DfE's guidance *Searching, screening and confiscation at school*, dated: July 2023.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The list of prohibited items is: • knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil). • an article specified in regulations:3 • tobacco and cigarette papers;4 • fireworks; and • pornographic images. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Misbehaviour beyond the school gate

We expect all our young people to act as positive ambassadors for our school and to be considerate members of the local community. We understand the impact that misbehaviour may have in the community and have given due consideration to how we respond to potential incidents of this.

If misbehaviour occurs when a young person is taking part in a school-organised or school-related activity off the school site (regardless of the time of day), the school behaviour policy applies. We, where possible, facilitate a restorative outcome to any member of the public – or school community – affected by the event.

If an incident occurs when the young person is travelling to or from school, or when wearing a school uniform or is in some other way identifiable as a member of our school, they and their parents/carers are spoken with. We take proactive steps to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

Additionally, misbehaviour that does not strictly meet the conditions above but may have repercussions for the smooth operation of our school, and/or pose a threat to another pupil or member of the public, and/or adversely affect our reputation is investigated and resolved. In these circumstances, the young person's parents/carers are contacted and (if necessary) steps are taken to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

In the event of a very serious incident, we seek the support of the local linked Police and Community Support Officer or Police Officer.

Pastoral care for school staff accused of misconduct

We manage allegations of abuse against teachers and other staff following the statutory guidance set out in latest version of 'Keeping Children Safe in Education' (2024).

Allegations of abuse must be taken seriously, but school should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. All allegations should be reported straight away to the Headteacher, or the Deputy Headteacher in their absence. In cases where the head teacher is the subject of the allegation or concern, the Chair of the Governing Body will be contacted. School will also contact the local authority designated officer (LADO) who is responsible for providing advice and monitoring cases.

Our detailed procedure for dealing with safeguarding concerns or allegations for those working in school (paid or unpaid) is set out clearly in our Safeguarding Policy and our approach is summarised below.

It is used where it is suspected or alleged that a member of staff has:

- behaved in a way that has harmed a young person or may have harmed a young person
- possibly committed a criminal offence against or related to a young person
- behaved towards a young person or young people in a way that indicates he or she would pose a risk of harm if they work regularly or closely with young people.

Allegations are considered under two sections:

- allegations that meet the harm threshold
- allegations/concerns that do not meet the harm threshold – also known as 'low-level concerns.'

All allegations are dealt with effectively and timely to:

- minimise the risk to the young person
- minimise the impact on the young person's academic progress
- ensure a fair and thorough investigation for all parties.

We do not automatically suspend a member of staff accused of misconduct.

Cases not covered by our Safeguarding Policy are dealt with under staff disciplinary arrangements.

Allegations concerned with someone no longer employed at school are reported directly to the police.

The role of parents and carers

Parents/carers play an integral part in supporting our culture of excellent behaviour. This guidance has been produced with the aim of ensuring it is easily understood by all.

The guidance is published, in writing, annually and can be accessed through the school website. We regularly direct parents towards the guidance to ensure they are familiar with it and our expectations. It is shared with parents as part of the transition process. It is provided to the parents/carers of any young person joining us mid-term.

We encourage parents to reinforce the policy at home, as appropriate. This is crucial so young people understand that their success is based on a strong partnership between home and school.

We maintain regular dialogue with parents/carers around behaviour. We provide updates on behaviour, encourage parents/carers to celebrate positive behaviour and hold sessions for parents/carers to help them understand our expectations around behaviour.

Any parent/carer with a specific concern around behaviour is encouraged to contact a member of our pastoral team in the first instance.

We include parents in all pastoral and restorative work following misbehaviour, including the review of specific behaviour interventions currently in place.

We proactively celebrate positive behaviour through our website and Facebook page too.

Date reviewed: March 2026

Next review: March 2027

ⁱ <https://www.cdc.gov/violenceprevention/aces/fastfact.html>