St Herbert's C of E
Primary and Nursery School

'Learn to love as we love to learn'

Positive Relationships Policy

September 2026

Background

In keeping with our school motto, **'Learn to love, as we love to learn' and our school vision 'Life in all its fullness' from John 10:10**, we believe that everyone, each pupil and member of staff, has an important part to play in promoting high standards of behaviour.

St Herbert's CE Primary and Nursery 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 take ownership of their behaviour and encourage others to do the same.

For the School to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the School, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. All adults aim to be exemplary role models. All relationships are based on mutual respect, trust, fairness, openness, politeness and honesty.

As a whole school community, we ensure that a positive ethos is realised through the core elements of Hope and Aspiration, Wisdom, Dignity and Community, as well as our 17 learning behaviours, based upon Building Learning Power.

The well-being of pupils and staff is very important to us as a school. Positive behaviour results from, and adds to, a happy learning and working environment which in turn leads to positive well-being for staff members.

Aims

This policy has been developed with the following aims in mind:

- to maintain, encourage and promote positive behaviour
- to specify what we regard as expected behaviour, taking into account our inclusive approach and the needs of individual pupils
- to offer guidance to staff, governors and families about our expectations including how we support pupils in managing their own behaviour to create a consistent approach throughout the school (involving pupils and families)
- to enable staff to act safely and with confidence
- to fulfil the requirements of section 88(2)(a) of the Education and Inspections Act 2006 which requires Governing Bodies to make and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour; and notify her if the Governing Body want the school's behaviour policy to include particular measures
- to fulfil the requirements of section 89 of the Education and Inspections Act 2006 which requires the Headteacher, amongst other things, to determine measures to be taken to promote self-discipline and regard for authority; encourage good behaviour and respect for others, preventing all forms of bullying; setting out the standard of behaviour that is acceptable

The Standard of Expected Behaviour (School Rules)

At St Herbert's CE Primary and Nursery School, staff, pupils and families have agreed the following School Rules: -

- ✓ ready
- ✓ respectful
- ✓ safe

At the beginning of each year and as needed, class teachers will discuss the School Rules with their class, encouraging pupils to think about what they mean to them, in regards to the rights of others, consider examples of what each rule might look like for them and agree as a class to follow the School Rules. The rules run in conjunction with our focus Christian values which will be referenced during discussions with pupils about their behaviour.

Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

What pupils can expect from staff

Pupils may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

What staff can expect from pupils

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;

- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

What staff can expect from their colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff Acceptable Use Agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

What staff can expect from parents

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. PE kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;

- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities.

The Benefits of Positive Behaviour

A school community grounded in British and Christian values, including an ethos of mutual respect, is a happy and safe place to attend and work.

Our School Rules encourage pupils to:

- stay safe
- be reflective
- have internal discipline
- care for one another
- learn what positive behaviour means
- value friendship and collaboration
- develop a respect for others, regardless of their cultural background
- develop independence, self-confidence and resilience
- acquire a set of moral values
- have the opportunity to reach their full potential
- learn what behaviour is appropriate when representing the school
- prepare for the next stage in their life

Our School Rules enable staff to:

- feel happy and safe in their workplace
- teach effectively
- promote the emotional and mental well-being of pupils in their care
- meet the academic needs of all pupils

- make positive contact with all families
- develop personally and professionally

Our School Rules enable families to:

- feel confident that their children are growing spiritually, socially, personally and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their children's progress in a positive and supportive atmosphere

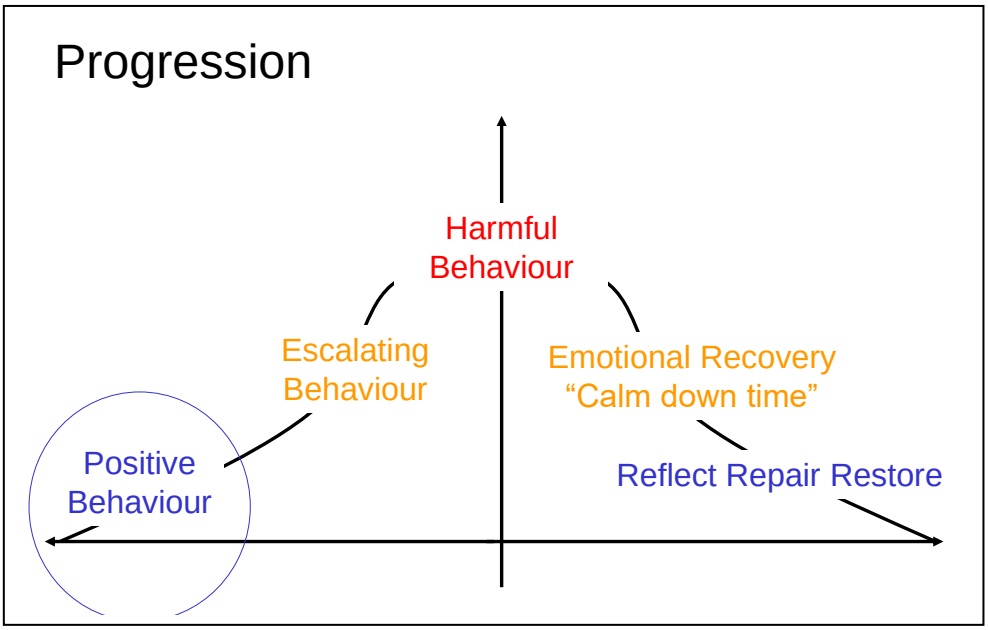
St Herbert's CE Primary and Nursery School approach to behaviour management – the progression

We believe that encouraging and acknowledging positive behaviour is a priority, both to support and reward pupils who are conforming to the School Rules and also to encourage others (see Celebrating Positive Behaviour below).

We recognise and respond quickly and consistently to behaviour which is not positive, ("escalating behaviour") with a view to preventing harmful behaviour (see Responding to escalating and harmful behaviour below).

Harmful behaviour is rare at our school. However, when it does occur, staff ensure that pupils are supported in reflecting on their behaviour and taking steps to repair and restore, once they are calm enough to do so.

A summary of our approach to behaviour management is set out in our Behaviour Code (Appendix 1).



Celebrating Positive Behaviour

Whole School Rewards:

Each week, we have a celebration worship where children are selected by their class teachers and teaching assistants for recognition at whole school level. Each child is congratulated in the worship and a group photograph is taken of all the 'learners of the week' which is shared on our school social media page with parents. This is popular with children and parents alike.

In the celebration worship, individuals may have been identified to have shone in keeping with our Christian values e.g. demonstrating courageous advocacy or supporting charitable causes or for a particular learning behaviour. Staff will ensure it is clear to pupils whether they have been selected for their values.

Class and Individual Rewards:

Level 1: "Catch them getting it right". Staff should constantly look for opportunities to give specific praise to children when they are trying hard and conforming to the School Rules. Praise should be specific so that pupils are clear on what they have done well. Please see Appendix 1.

Level 2: In order to give pupils something to strive for each term, classes will have a recognition board. Teachers will select a whole class focus each week linked to our school rules, this will be specific to each class and will depend on what the teacher would like to focus on. Staff will be looking to catch a child doing what they need to do and will move onto the board. We will record how many weeks ALL children have got onto the recognition board. Once classes get to 6 weeks of all children being recognised, they will be awarded a whole class treat which will be determined by the school council – this may be an additional playtime, time in the ICT room or with iPads, PE session or outdoor learning session, baking or a special snack or a special craft session. Please see Appendix 2.

Level 3: Staff will typically select 2 children per class who have demonstrated our Christian Values and / or our Building Learning Powers and they will be celebrated in our weekly Celebration Worship. In addition, a pupil could visit the Headteacher to share an exceptional piece of work. We also share successes linked to homework activities e.g. Times Table Rockstar's, Spelling Shed, Out of School achievement.

Level 4: For pupils who have gone 'over and above' in school, they will be recognised by a positive notes card, which will be sent home with the child. These will be given out when staff recognise children who are role models at following our school rules, demonstrating our values and using their BLP skills. These will typically not be sent out as often as Learner of the Weeks and will be shared with the whole class when they are being sent home to ensure they are celebrated.

Dealing with escalating or harmful behaviour

Despite the work that is done to ensure positive behaviour from pupils, from time to time, children will forget our aims and values and may lack consideration for others. We also recognise that in the same way that ***Positive Experiences create Positive Feelings and in turn lead to Positive Behaviour; Negative Experiences create Negative Feelings and in turn lead to Negative Behaviour.***

At St Herbert's CE Primary and Nursery School, the fundamental aim of all behaviour management and discipline, is to enable our students to be aware of their behaviour as it affects others' rights and to take ownership of their behaviour in regard to the rights of others. We understand that whilst external discipline (such as loss of privileges) can ***suppress*** anti-social behaviour, in order to effect long term behavioural changes, we aim to support developing pupils' ownership *for* and ownership *with* their behaviour.

We believe that it is essential to have a consistent, open and transparent approach to re-directing escalating behaviour. All our responses to escalating behaviour aim to support our pupils in developing internal discipline.

We also believe it is essential to support the classmates of pupils whose behaviour is escalating to understand why any particular response has been used in the circumstances (for example, pupils need to understand that "ignoring" escalating behaviour doesn't mean a pupil has "got away with it" but that it might be the most effective way of disempowering that behaviour).

Where behaviour is escalating, staff need to investigate and understand the underlying reasons for the behaviour exhibited and provide support to deal with these underlying reasons.

Responses to escalating and harmful behaviour

Level 1 and 2 - Positive encouragement and raise awareness: As a first step, all staff will re-direct pupils or give them additional support to get them back on track. They will have a quiet conversation with a child regarding their behaviour. Describe behaviour to pupils to raise their awareness, allowing take up time. Encouragement affirms, motivates and gives feedback about behaviour. Strategies include, being given "the teacher look"; attracting attention to the learning or to a positive role model; the use of positive phrasing*; being offered a limited choice*; a positive reminder of the School Rules; an offer to make positive behaviour easier such as moving places in the classroom, working with a different group, or the use of a movement break, sensory break or concentration break (such as being asked to do a "job" or being allowed a brief walk out of the classroom); providing a physical resource such as a fiddle toy to aid concentration. Re-establish working relationship with pupil during lesson. Brief follow up with pupil, outside of lesson if necessary. If this continues, raise awareness with child that if their behaviour continues there will have to be a consequence.

Level 3 – Correction – if behaviour continues, children will have a correction conversation using the microscripts. As outlined in the behaviour blueprint. This conversation will hopefully ensure that children's behaviour is corrected and they resume by following the school rules and continuing with their learning. Incidents and follow up actions at Level 3 may be shared with relevant colleagues via CPOMS.

Level 4 - Consequence: **Learning-based time out; reflection and/or catching up –** Usually the range of responses available at Level 1-3 will re-direct and seek to correct escalating behaviour. However, where these are not sufficient, a learning-based time-out might be appropriate (e.g. to watch a role model or speak to an adult). There may also be some catching up to do where pupils have missed out on valuable learning time while their behaviour was not positive. May be time out in another class – completing work in another class. If over the course of the period (am/pm/lunchtime) responses up to Level 4 are not sufficient to redirect behaviour, or where behaviour in any given session is very difficult, a member of the Senior Leadership Team will be consulted to agree appropriate consequences for the behaviour, taking account of the seriousness of the behaviour and any history of similar behaviours. Consequences at Level 4 should help the pupil to reflect on their behaviour and why it is not acceptable and include a plan to support the pupil in changing his or her behaviour. Incidents and follow up actions at Level 4 will be shared with relevant colleagues via CPOMS.

Level 5 - Restorative conversation: Following the consequence, there is always an age-appropriate discussion with the adult who triggered the Level 4 consequence, ensuring the pupil understands why their behaviour was not positive; how to remedy this going forward and whether any reconciliatory action with any "victim" of the Level 4 behaviour is required – part of the repairing and rebuilding relationships with pupils. Behaviour consequences linked to the affected rights and rules as much as possible. Resources to support staff with this could include: e.g. restorative conversations, comic strip conversation strips – such as Bill Rogers behaviour plans, social stories, suggested scripts for "repair" conversations). The behaviour and consequences work will be discussed with the pupil's family and recorded on the pupil's record on CPOMS.

In many instances, the consequences work will not take place immediately following the behaviour at Level 5 – the pupil needs to be calm, the consequence work might need to be planned by the person delivering it (research or consultation might be needed to find the consequence with the best chance of being successful) and the person delivering the consequence work will need to have an available slot in which to work with the pupil.

Level 4 Individualised Support: For pupils whose needs are exceptional and in respect of whom responses at Levels 1-3 are not sufficient, or for some pupils with Special Educational Needs or additional needs a meeting between members of staff regularly working with that pupil, the pupil's family and a senior leader will be required to agree an alternative approach to behaviour management. Intensive support either within school or with the involvement of external agencies will be considered. An age-appropriate individual plan may be appropriate outlining a differentiated timetable and curriculum; strategies needed to ensure consistency for this pupil and support their behaviour; and a risk assessment to ensure that the pupil themselves, other pupils and staff are safe.

Beyond Level 5

At St Herbert's CE Primary and Nursery School, our commitment to inclusive practice and supporting pupils as individuals including differentiating the curriculum for them and making reasonable adjustments to support their behaviour means that a response at one of the Levels outlined above is almost always sufficient to support our pupils without risking harm to either themselves or another member of the school community (harm to pupils or staff or harm to the education of other pupils).

However, because we have a responsibility to keep all members of the school community including pupils, staff and visitors safe and to ensure that the learning of our pupils is not disrupted, unfortunately there will be, in a very small minority of cases, a requirement to employ one of the following strategies which are only ever used as a last resort.

1. Fixed Term Suspension

In very rare cases, it may be necessary to temporarily exclude a pupil for a fixed period of time (subject to a limit of 45 days in any one school year). On return, there will be a return to school meeting with the child and family.

A fixed term exclusion may be appropriate in response to a very serious breach of the school rules; or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

2. Permanent Exclusion

Only ever in an extreme situation would a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local education authority procedures will be followed.
Example of behaviour that may result in a permanent exclusion are:
• persistent disruptive behaviour • 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 • use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by school's policy • bullying • racist abuse • abuse against sexual orientation or gender reassignment • abuse relating to disability.

Restorative Justice/Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.
Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.
Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.
Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.
Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school.

Other aspects of repairing / rebuilding include after-class 'chats'; informal counselling; developing individual-behaviour / learning plans with the student*, mediation and restitution opportunities – even whole-class meetings to raise issues of common concern with the wider pupil group.
When we take time, effort and goodwill to repair and rebuild relationships *with* our pupils, and *between* our pupils we re-engage hope, relational goodwill and trust.
Above all it affirms that fundamental humanity that is at the heart of our profession.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies, a copy of which is available from the school on request.

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

  i) to commit an offence,
  ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Pupil conduct and misbehaviour outside the school premises

What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity; or
  - travelling to or from school; or
  - wearing the school uniform; or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school; or
  - poses a threat to another pupil or member of the public; or
  - could adversely affect the reputation of the school.

Out of school behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Use of Physical Intervention at St Herbert's CE Primary and Nursery School

There are regular occasions when staff will have cause to have physical contact with pupils and this is an important part of school life, for example:

- to comfort a pupil in distress or congratulate or praise a pupil (supportive hug);
- to guide or steer a pupil (offering an arm or open mitten guiding);
- for curricular reasons (for example in PE or drama to correct arm or hand positioning);
- to administer First aid and medical treatment; or
- intimate care, where agreed between school and the pupil's family.

At St Herbert's CE Primary and Nursery School, we understand that the relationships we have with our pupils are transient and that it is important for pupils to distinguish between the relationships they have with their family and the professional relationships enjoyed with school staff. Physical contact between pupils and school staff should never feel intimate and school staff will avoid any intimate acts (e.g. lengthy eye contact; intimate body parts touching in a cuddle).

Staff will ensure that pupils are comfortable with any physical contact by explaining what they are going to do in the case of administering first aid or correcting arm or hand positioning for example. Staff never praise a pupil with physical contact who finds it uncomfortable.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control to restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only

when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

At St Herbert's CE Primary and Nursery School, we do not believe in using physical interventions which overpower children. Physical interventions which overpower a pupil are known as **restrictive physical intervention**.

Restrictive physical intervention will only be used at St Herbert's CE Primary and Nursery School in two situations:

1. **Positive Handling Plan:** where a named pupil is considered likely to need restrictive physical intervention, a plan will be drawn up with the pupil's family in consultation with experts detailing likely risks, strategies for avoiding them, successful de-escalation strategies for that pupil and the point at which restrictive physical intervention may be used. Staff working with that pupil will receive bespoke training in how to avoid restrictive physical intervention being necessary and what to do if restrictive physical intervention is unavoidable.
2. **Unforeseeable Emergency:** in the event of an unforeseeable emergency such as a person wielding a weapon or pupil attempting self-harm in unforeseeable circumstances, staff may feel they have no option other than to use overpowering force to save one or more pupils from serious injury.

If physical intervention is needed, in the best interests of the pupil who is being restrained, staff will ensure that the force it is reasonable, proportionate and necessary. The intervention should use the minimum amount of force necessary and last for the shortest amount of time possible.

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Staff will never use force which results in:

- A negative impact on the process of breathing (e.g. basket hold)
- Pain as a direct result of the technique
- A sense of violation

Recording of responses to behaviour

Staff should document, using CPOMs -

- Any Level 3 or 4 consequence work undertaken
- Allegations of Bullying (in line with the Anti-Bullying Policy)
- Any racial incidents (in line with the school's Racial Harassment Policy.)
- When recording a behavioural incident, staff will use the ABC approach. Antecedental – what happened prior to the behaviour. Behaviour – what has the child done? Consequence – what was the consequence?

Monitoring

All teaching staff are responsible for monitoring the behaviour in their class. All staff in the school are also responsible for ensuring positive behaviour as a whole and will offer praise/encouragement when they witness positive behaviours and intervention when they see/hear any escalating negative behaviours. The Headteacher and Deputy Headteacher review behaviour records on a termly basis as part of the Pupil Progress process. A termly report is made by the Headteacher to the Governing Body. The governing body are responsible for monitoring the effectiveness of this policy and will review it every year.

Behaviour of parents and other visitors to the School

The School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Controlling access to School premises' (November 2018). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person

- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

Procedures for dealing with unacceptable behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The School will act where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy and procedures.

Appendices:

1. School posters
2. Class rewards posters
3. Behaviour Blueprint

4. Behaviour Expectations
5. Behaviour Code
6. Examples of phrasing
7. Examples of posters used in school

Appendix 1 – School posters

@reallygreatsite

Ready

Super sitting

Eyes on the person speaking

Active listening

PE or Outdoor clothes

Having equipment ready

I can do it attitude

Follow the St Herbert's Way

Respectful

Visible kindness

Look after equipment

Take turns

Care for our school

Respect everyone

Respect ourselves

Follow the St Herbert's Way

Safe

Fantastic walking

Be kind to everyone

Listen to instructions

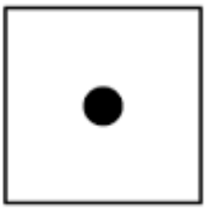
Think of others

Have a safe attitude

Follow the St Herbert's Way

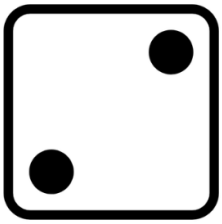
Appendix 2 – Class rewards

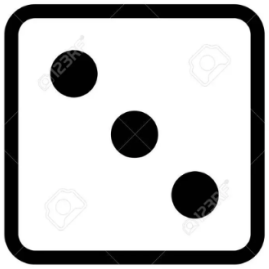
Class Reward



Craft session

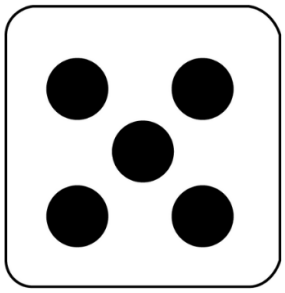
ICT / Ipad time





PE or outdoor learning

Baking



Afternoon Play

Special snack

Follow the St Herbert's Way

Appendix 3 – Behaviour Blueprint

Behaviour Blueprint

Adult behaviour

- Calm, consistent and fair
- Give first attention for best conduct
- Relentlessly bothered
- Recognise over and above

Over and above recognition

- Praise
- Recognition board
- Learner of the Week
- Postcard or phone call home

St Herbert's Way

- Ready
- Respectful
- Safe

We believe in giving every child the support and respect needed to help them reach their potential.
'Learn to love as we love to learn'

Stepped sanctions - in private

1. Reminder of rule
2. Raise awareness on – clear verbal caution – think carefully about your next step
3. Correction– using microscript.
4. Time out – could be in or out of classroom.
5. Restorative conversation

Microscripts

I've noticed that……You know the school rules are ready, respectful, safe.

Can you remember when you were on the recognition board last week or when I spoke to your parents about your behaviour…. And how did this make you feel?

I expect you to……. Thank you for listening.

Restorative Questions

1. What has happened?
2. What rule have you broken there?
3. What were you thinking / feeling at the time?
4. Who has been affected by your actions?
5. How have they been affected?
6. What needs to be done to make things right?
7. How can we do things differently in the future?

Relentless Routines

Fantastic walking	Active listening	Silent signals	High expectations

Appendix 4 - Expectations

Behaviour Expectations

During lessons

Follow silent signals - 1, 2, 3, Team Stop, TTYP

Fantastic walking

Be respectful of each other and teachers

Be ready with all equipment - stationary, PE kit

Have a positive attitude

Be absorbed in lessons

Be organised

Super sitting

Keep classroom and working space tidy

Always try your best

During playtimes

Listen and follow instructions

Be kind to each other

Look for anyone who is looking for a friend

Follow playtime rules

Look after and tidy up equipment

Be respectful to everyone

Stop signal

During trips

Follow St Herbert's way

Being absorbed in your learning, asking thoughtful questions

Be respectful of members of public

Active listening

Appreciate our environment—follow the Countryside Code

Moving around school

Listen and follow instructions

Fantastic walking - walking with pride around our school, sensibly and quietly

Good manners—opening the doors for others

Be kind to each other

Be respectful of our school environment

During worship

Fantastic walking

Active listening

Super sitting

Be respectful to worship leaders, reflection times and prayer

Join in worship at appropriate times

Be absorbed with worship

During lunchtime

Listen and follow instructions

Showing good manners - please and thank you

Fantastic walking

Using knife and fork correctly

Be kind to each other and our midday supervisors

Look for anyone who is looking for a friend

Follow playtime rules

Look after and tidy up equipment

Be respectful in the hall, tidy up after ourselves.

Stop signal

Consistency is key. Visible consistency, visible kindness!

'Learn to love as we love to learn'

Appendix 5 – Behaviour code

St Herbert's CE Primary and Nursery School

'Learn to love as we love to learn'

Behaviour Code, Key Stages 1 & 2

Level 1
Reminder of rules – quiet word with child

Level 2
Raise awareness – clear warning to improve

Level 3
Correction – using microscripts

Level 4
Time out – in or out of the classroom

Level 5
Restorative conversation

Level 1
Specific praise

Level 2
Recognition board – once the whole class earn 6 weeks of whole class recognition, they will receive a whole class treat

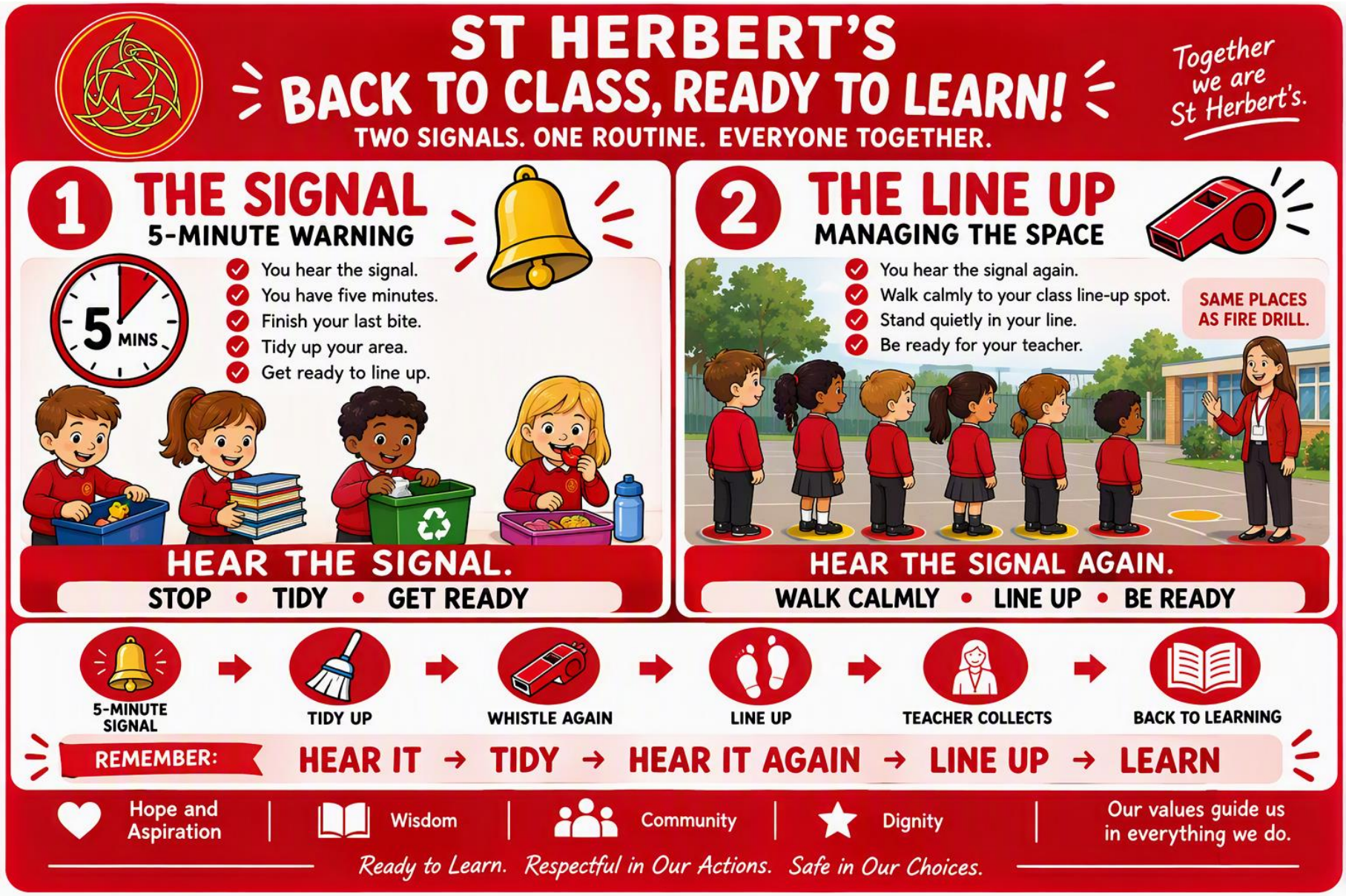
Level 3
Celebration worship – values, Times Table Rockstar's, Out of School achievement

Level 4
Positive note home card or phone call to share children who have been going over and above

Appendix 6 – Examples of phrasing

Negative Phrasing ➢ Stop being silly ➢ Be good ➢ Don't throw the pen ➢ Stop running ➢ Don't talk to me like ***that*** ➢ Calm down **No choice (making demands)** ➢ Get in here now! ➢ Get out! ➢ Do as you are told! Give it to me now!	**Positive phrasing** ➢ 'I've noticed that ….' ➢ Stand next to me ➢ Put the pen on the table ➢ Wonderful Walking in the corridor ➢ Walk with me to … ➢ Stay seated in your chair ➢ ***Always use Please/thank you***
Open choice ➢ What do you want to do? ➢ Would you like to go inside?	**Limited choice** ➢ Where shall we talk, here or in the library? ➢ Put the pen on the table or in the box ➢ Are you going to sit on your own or with the group? ➢ Are you starting your work with the words or a picture?
Empowering the behaviour ➢ Come back here, now ➢ You are not allowed in there ➢ Get down from there ➢ Don't you dare swear at me ➢ I will let you use the computer if …	**Disempowering the behaviour** ➢ You can listen from there ➢ Come and find me when you come back ➢ Come back into the room when you are ready

Appendix 7 – Relentless Routines



1, 2, 3 SIGNAL

SILENT • QUICK • RESPECTFUL

We move from carpet to our learning tables in
UNDER 15 SECONDS
without talking or instructions.

OUR SILENT SIGNALS

1 FINGER STAND

Children stand up immediately and completely quietly.

2 FINGERS MOVE

Children walk silently and safely straight to their chairs.

3 FINGERS SIT

Children sit down at their desks, tall and silent, immediately ready to work.

SILENT
No talking.
No noise.

SAFE
We walk safely and sensibly.

READY
We are ready to learn.

Learn to love as we love to learn

ST HERBERT'S FANTASTIC WALKING

SAFE • RESPECTFUL • READY TO LEARN

1 FACE FORWARDS

Keep your eyes on the path or person directly ahead of you.

2 WALK IN A SINGLE-FILE OR CALM LINE

Maintain a steady pace and uniform spacing behind the person in front.

3 SILENCE OR ZERO VOICE

Keep talking turned off so teachers can communicate and other classes can study.

4 HANDS TO YOURSELF

Keep hands by your side or folded quietly behind your back (or holding handrails safely on stairs).

5 LEFT-SIDE RULE

Walk quietly down the left side of corridors and stairwells.

6 NO WALL-LEANING

Keep clear of walls, displays, and doors while moving or waiting.

We are respectful. We are safe. We are St Herbert's.

FANTASTIC WALKING EVERY DAY!

THE ST HERBERT'S WAY

READY • RESPECTFUL • SAFE

At St Herbert's, we follow The St Herbert's Way

READY

We are ready to learn.

- We arrive prepared and organised.
- We listen carefully and follow instructions.
- We try our best in everything we do.
- We are ready for every challenge.

RESPECTFUL

We show kindness and respect to everyone.

- We use good manners.
- We listen when others are speaking.
- We celebrate and value differences.
- We look after our school and community.

SAFE

We make good choices and keep ourselves and others safe.

- We move around school sensibly.
- We use equipment correctly.
- We take responsibility for our actions.
- We speak to an adult if we need help.

READY • RESPECTFUL • SAFE

Learn to love as we love to learn

St Herbert's C of E Primary & Nursery School

S.T.A.R.

THE ST HERBERT'S APPROACH TO LEARNING

Attention is the Gateway to Learning

S — SIT TALL

Sit up straight with a strong, engaged posture.

A focused body helps create a focused mind.

T — TRACK THE SPEAKER

Keep your eyes on the teacher, speaker or text.

Tracking helps you stay focused and ready to learn.

A — ASK & ANSWER QUESTIONS

Join in discussions and share your thinking.

Active participation helps everyone learn and grow.

R — RESPECT THOSE AROUND YOU

- Keep hands and feet to yourself.
- Listen when others are speaking.
- Allow everyone the right to learn without interruption.

Respect helps everyone feel safe, valued and successful.

AT ST HERBERT'S WE ARE:

- READY TO LEARN
- READY TO LISTEN
- READY TO PARTICIPATE
- READY TO ACHIEVE

SIT TALL • TRACK • ASK & ANSWER • RESPECT

Ready to Learn • Ready to Listen • Ready to Shine

ST HERBERT'S C OF E PRIMARY AND NURSERY SCHOOL

TEAM STOP

ONE SIGNAL • TOTAL FOCUS • READY TO LEARN

The Read Write Inc. Team Stop Signal

1 TEACHER SIGNAL

The teacher holds one hand high with a flat palm.
The teacher says nothing.

2 STUDENT RESPONSE

In less than five seconds, children stop what they are doing and **raise one hand.**

3 PEER CHECK

Children gently **check** that their partners or neighbours have also responded.

4 READY TO LISTEN

Students lock their eyes attentively on the teacher, sitting up straight and waiting in **total silence.**

SILENT
No talking.
No noise.

FOCUSED
Eyes on the teacher.

RESPECTFUL
We respect each other.

READY
Ready to learn.
Every time.

Learn to love as we love to learn