



# **Relationships and Behaviour** **Policy**

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**Prince Albert Primary School  
Relationships and Behaviour Policy**

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## Introduction

At Prince Albert School, we understand that positive behaviour supports learning. This policy is designed to support our school vision which is to develop well-rounded, confident and responsible individuals who aspire to achieve their full potential in every aspect of life. At Prince Albert, we have high expectations of ourselves and each other and teach pupils the importance of 'doing the right thing':

- When no one is looking
- Even when it's hard
- For the right reason

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school.

It is paramount that every member of our school community feels valued, respected and is treated fairly. The purpose of our relationships and behaviour policy is to support all staff and pupils in understanding and fulfilling our behaviour expectations and also to support pupils to make the right choices. This policy ensures consistency, equity and fairness in approach.

## School Culture

Prince Albert is a caring school that fosters mutual respect and a positive and supportive environment that is conducive to learning and enables pupils to build effective relationships. Having positive behaviour for learning supports pupil and staff wellbeing.

Adults and pupils at Prince Albert Primary are expected to demonstrate the school values at all times:

- Respect
- Equality
- Understanding
- Commitment
- Honesty
- Friendship

When considering how to support good behaviour for learning, positivity is important. Behaviour management is about more than addressing inappropriate behaviour; it is also about encouraging and celebrating positive behaviours.

When behaviour does not align with school values or culture, staff will actively work with pupils to support improvements. We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans.

## Aims of the policy

- To encourage pupils to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support pupils with their behaviour through providing pupils with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all pupils and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our pupils are intrinsically motivated to do the right thing for the right reason.
- To ensure that all pupils, staff and visitors are free from any form of discrimination

This relationships and behaviour policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on the key aspects of our school practice.

## Praise systems and Celebration

We have in place a variety of praise systems to promote and celebrate positive behaviours:

- Clear and concise expectations of behaviour will be described, modelled and encouraged through assemblies and in class to ensure that all pupils understand what is appropriate
- Verbal and written praise from the class teacher or other adult in school for learning, effort or behaviours for learning.
- Teachers will share information about a child's behaviours – either by the phone, email, face to face or using positive postcards to parents – to celebrate positive behaviours.
- VIP table, once a week, at lunchtime for pupils that consistently demonstrate positive behaviours
- An annual whole school celebration evening, held externally to celebrate pupils efforts, achievements and character development

## Restorative practice

The school responds to any behaviour incident that does not align with school culture. Behaviour ranges from low-level to serious incidents. Low-level incidents are generally infrequent, do not impact significantly on others and cease happening with little intervention. Examples could be distracting others or talking over a teacher/peer. Serious incidents are defined as repeated, dangerous or impacting significantly on themselves and/or others. Examples of this would be fighting, physical aggression and bullying or discrimination. The examples above are by no means exhaustive but provide a brief oversight.

As a school we follow restorative behaviour practices and therefore this policy is focused on encouraging pupils to make the right choices rather than being primarily concerned with rule enforcement. It is a tool used to promote positive behaviour and good relationships, so that we can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

**RESPECT:** for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY:** taking responsibility for your own actions


**REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviour are not repeated

**RE-INTEGRATION:** put in place agreements, strategies, support and follow up meetings to monitor ongoing progress

We use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school.

## Graduated response to behaviour Incidents

<p><b>The prompt</b> – reminding pupils to 'do the right thing'</p> <p>Pupil is beginning to show 'off task' behaviours</p>	<p>Give polite instruction stating what you want the child to do e.g. 'Ahmed, you need to show me quiet lips while I'm talking. Thank you'</p> <p>Use 'thank you' to pre-empt that the child will comply.</p> <p>Give them processing time to act upon your instruction. (take-up time).</p> <p>Use the 'broken record' technique repeating the direction over again.</p>
<p><b>Reminder</b></p> <p>Pupil is not disturbing learning of others but is still struggling to get on-task or follow the instructions.</p>	<p>Be explicit e.g. 'Ahmed this is your second reminder now, I'm looking for you to be in your seat showing me you're ready to get on with your learning'.</p> <p>Give success reminders highlighting times when the child has complied.</p> <p>Staff member will sit next to child in supporting them to start their work and reassuring they will be back to check-in on how things are going.</p>
<p><b>Final Reminder</b></p>	<p>Ahmed this is your third reminder now and you need to be in your seat with quiet lips ready to get started. I am looking forward to seeing you making the right choice/doing the right thing'.</p>

<p>Pupil is not engaging in work and behaviour is beginning to disrupt/disturb the learning of others.</p> 	<p>Distraction, distraction, distraction! Have a 'busy box' of activities, such as wordsearches, maths problems, etc ready that can be used to get the child back on task.</p> <p>For this time, so long as they are occupied and not disturbing others this gives them a chance to get back onto the original work task. Time the distraction activities and let the child see a sand timer so they know when the time for working recommences.</p> <p><b>OR</b> start the restorative conversation now</p>
<p><b>Restorative conversation</b></p>	<p>Using the questions (or a combination of the questions) below:</p> <ul style="list-style-type: none"> <li>• Tell me what happened</li> <li>• What were you thinking? And now?</li> <li>• How did you feel? How do you feel now?</li> <li>• Who else has been affected?</li> <li>• What could you do differently if this happens again?</li> <li>• What do you need to do now to move on?</li> </ul>
<p><b>Restorative conversation with more than one child</b></p>	<p>If more than one pupil is part of the restorative conversation then the format is as follow: Format:</p> <ul style="list-style-type: none"> <li>• Only one person talks at a time</li> <li>• No interrupting</li> <li>• Be respectful to each other</li> <li>• Listen carefully to each other</li> <li>• Confidentiality – explain this is between the pupils involved (plus parents if required)</li> <li>• Be aware of any matters e.g. child protection. If something is disclosed, child protection procedures are followed</li> <li>• If pupils do not meet expectations or are still/become angry, give time to calm down and return to the conversation at a later time</li> </ul>
<p><b>Incident logged</b></p>	<p>Log behaviour on school recording system Inform parents either at the end of the day or via a phone call after school</p>
<p><b>Repeated Incidents</b></p>	<p>Repeated incidents with the same child will need referral to the pastoral team for additional intervention. Pastoral@princealbert.bham.sch.uk</p>

Serious incidents in class are rare, however, if a serious incident of violence or someone in the class is in danger, then staff members will get support from Pastoral or SLT straight away. Every class has a phone and a red hand for emergency situations. An additional member of staff will support immediately.

This incident will then be followed up by a member of SLT or the pastoral team. All incidents will be dealt with appropriately following the steps below.

<p><b>Fact finding</b></p>	<p>For any serious incident we will always fact find to ensure we fully understand the incident. This may involve speaking to other pupils, adults, and parents. All records of fact finding will be logged on the school recording system</p>
<p><b>Meeting and decision making</b></p>	<p>The SLT team including either the Head or Deputy will meet to discuss the incident and decide on a course of action dependant on the context, situation and findings. This could include pastoral provision, a behaviour plan, attending reflection with a member of the pastoral team, and in some cases suspension</p>
<p><b>Outcome</b></p>	<p>Outcome will always be shared with pupils, parents and relevant staff members and logged following school recording systems</p>
<p><b>Monitor, review, support reflect</b></p>	<p>Monitored through our weekly SLT behaviour meetings</p>

# Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Happens in person or online
- Intentional and/or intimidating

Prince Albert School does not tolerate bullying of any kind. If we discover that an incidence of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils are free from fear. A full fact-finding of any incident reported as bullying will be carried out, support for the victim or victims put into place with close monitoring for a period of time. Parents are kept informed regularly and appropriate actions put in place. The anti-bullying policy provides further information around this.

# Equality

All policy and practice is in line with the 2010 Equality Act. The School will make reasonable adjustments for responding to behaviour which may be related to a protected characteristic. Where suspensions or permanent exclusions needs to be considered (see Suspension and Permanent Exclusions Policy), school will ensure that a pupil with a protected characteristic has their needs considered.

# Support, Provision and Interventions

Prince Albert's pastoral department is equipped to provide support or implement interventions and effective provision to any child who needs it. This forms part of the school's early help offer; early identification is key to this. Skilled practitioners are deployed to deliver targeted interventions that meet pupil needs or support in building positive behaviour. This may happen through 1:1 support, group sessions or whole-class intervention. All support provided is planned for, monitored and reviewed for impact. Parental engagement is key to the success of this and consent is always sought for 1:1 or group sessions. Where necessary, support and advice will also be sought externally, an Educational Psychologist, School Nurse, Family Support Worker and/or others, to identify or support specific needs.

# Responsibilities and Expectations

## Heads

- The Head is responsible for reviewing this policy in conjunction with the Director of Safeguarding
- The Head, in consultation with the Director of Safeguarding and Pupil Welfare, will make decisions regarding suspensions and permanent exclusions. The next most senior leader, in the Head's absence, will do this.

## Senior Leaders

- Are committed to being present and proactive in dealing with behaviour
- Will be highly visible, with ambitious goals, supporting all staff with the upholding of positive pupil behaviour
- Effectively communicate behaviour updates with all departments, setting realistic, detailed behaviour expectations understood clearly by all members of the school
- Role model highly consistent working practices throughout the school
- Have a clear understanding of the school culture, vision and values
- Provide high levels of support between leadership and staff, including staff training
- Ensure all staff adhere to restorative practices and school systems, providing ongoing training and development
- Monitor and respond to trends and patterns in behaviour data
- Monitor and understand behavioural needs of vulnerable pupils

## Teachers

- Ensure that all adults in the room know how to respond to all pupils following the relationships and behaviour policy
- Promote, recognise and celebrate positive behaviour

- Establish and reinforce clear routines
- Motivating and supporting pupils to meet high expectations
- Build relationships with pupils in their class
- Praise pupils that 'do the right thing' and motivate pupils to make positive choices
- Tackle bullying and prioritise safeguarding
- Teach model behaviour, e.g. how to get attention from teacher when stuck
- Identify and refer pupils requiring additional support
- Act as the first point of contact and communication to all parents/carers/guardians
- Record incidents promptly and accurately in sufficient detail
- Take early intervention to prevent undue escalation of incidents

### **Pupils**

- Know, understand and adhere to the school expectations
- Show respect to all other members of the school community
- Take responsibility for their own actions and the impact they have on others
- Take pride in their school environment

### **Parents**

- Support their child's learning and behaviour and attend meetings arranged by school regarding their child
- Respond to communication from school and keep school updated with any significant changes in circumstances
- Discuss any behavioural concerns with the class teacher promptly
- Support children in taking responsibility for their actions
- Engage with school in an appropriate manner, adhering to the Trust Parent Conduct Policy at all times

### **Local Academy Committee/Trust Board**

- The Trust Board are responsible for reviewing and approving the school's relationship and behaviour policy
- The Academy Committee will also review this policy in conjunction with the Director of Safeguarding and monitor the policies effectiveness, holding the Head to account for its implementation
- The Trust Board are responsible for monitoring this behaviour policies effectiveness and holding the Head to account for its implementation.

### **Off-Site Behaviour**

Actions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or travelling to or from school. This will also apply for peer-to-peer incidents. The Contextual Safeguarding Policy provides further information on this.

### **Malicious Allegations**

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider the most appropriate action in accordance with this policy. The school will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

### **Peer to Peer Sexualised Behaviour**

If staff become aware that a pupil is displaying or participating in sexualised behaviour, a judgement will be made by a senior leader to determine whether the behaviour is abusive. If the behaviour is inappropriate but not thought to be abusive, school will speak to the pupil's parent(s) regarding the incident and actions taken in line with the school policy. If the behaviour is thought to be abusive, a Designated Senior Leader must refer to Children's Services, inform parents and seek the involvement of the police.

### **Positive Handling/Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to prevent high levels of disruption in the classroom.

'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. In deciding whether reasonable force is required, staff should consider the risks presented by incidents carefully. The needs of the pupils should be considered, including any with SEND or with medical conditions.

Reasons for restraint:

- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- To prevent a pupil from harming themselves through physical outbursts

Where reasonable force is used by a member of staff, the incident must be recorded in writing. The pupil's parents will be informed about incidents involving the use of force.

Senior Leaders may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, lighters, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Incidents of physical restraint must:

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

## Searching Pupils

**Informed consent:** DSLs may search a pupil with their consent for any item. If a DSL suspects that a pupil has a prohibited item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

**Searches without consent:** In relation to prohibited items, the Head, and staff authorised by the Head, may restrain a pupil where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession that may cause harm to themselves, others or damage to property. In the Head's absence, it would be the responsibility of the Deputy Head.

An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm or to disrupt teaching.

### **Prohibited Items include but are not limited to**

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarettes, including E-cigarettes/vapes
- Fireworks
- Pornographic images
- Tools and sharp objects
- Large volumes of money
- Items brought into school with the intention to exchange for money
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to persons or property

## Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items may be returned to parents/carers/guardians upon collection of their child. Weapons, knives, drug paraphernalia and child pornography must always be dealt with in consultation with the police.

## Review

This policy will be reviewed biannually. The Trust Board may wish for this policy to be reviewed earlier than this in response to changes in statutory guidance or upon recommendations on how the policy might be improved.