



Oldbury Park Primary

# Relationships and Behaviour Policy

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| Recommended by:        | Principal            |
| Recommendation Date:   | January 2022         |
| Ratified by:           | LAGB                 |
| Signed:                | <i>Kirstin Black</i> |
| Position on the Board: | Chair of LAGB        |
| Ratification Date      | September 2026       |
| Next Review:           | Autumn 2027          |
| Policy Tier            | School               |

## **Statement of Intent**

Effective learning for all pupils is our primary goal in an environment where pupils feel safe, respected and happy. Good behaviour plays a significant role in promoting a safe and orderly environment, enabling effective teaching and learning to take place, and in encouraging pupils become responsible members of society and form lasting friendships. For us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team.

Oldbury Park pupils are expected to behave in a way which helps the school to be a safe, pleasant, supportive and positive learning environment. Whilst fostering deep connections with positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour, equally, well-pitched and engaging lessons are important in motivating pupils and lessening the likelihood of low-level disruptive behaviour.

## **Rationale & Context**

Oldbury Park's core values are to

- Be kind, safe, respectful and ready to learn.

The overall vision of we 'Believe in Best' is played out in practice through positive relationships and restorative behaviour management strategies. These are further underpinned by Thrive and Trauma Informed Schools practices.

The process of writing this policy included gathering the voice of the pupils, staff and parents. All perspectives were insightful and valuable in drawing together this final policy.

## **Objectives of policy**

The purpose of this policy is to outline our commitment to making deep and personal connections and relationships with our pupils and to make clear the expectations the school has for pupils' individual behaviour and conduct. It will also outline the roles and responsibilities of pupils, staff, parents and governors within this policy in regard to relationships and behaviour.

## **Our pupils told us they should**

- feel safe and free from harm
- know they have trusted adults in school with whom they have solid relationships
- know how to keep themselves and others safe (physically, mentally and online)
- know what to do if they are being treated in a way that makes them feel physically unsafe or emotionally unhappy
- have a well-developed sense of self-worth and high levels of self-esteem and confidence
- time to reflect on and celebrate their individual success and know what needs to be improved next
- be encouraged to respond positively to new experiences
- know that staff have high expectations of them
- know how they will be 'rewarded' for their good behaviour choices

- know what the consequences are if they choose to behave in a way that makes others feel unhappy or unsafe
- know what the consequences are if they choose to disrupt their own, or others learning.

### **Implementation of policy**

The behaviour procedures will outline how staff fulfil their responsibilities in a coherent and consistent way, including how the school meets its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disability (SEND).

To ensure the effective implementation of this policy we ensure clear induction around the behaviour policy for new staff and ongoing professional development in relation to behaviour practices, strategies and culture, as outlined in the DfE Behaviour for Schools guidance 2024. Oldbury Park Primary has a well-qualified Behaviour Lead, who sits strategically on the Senior Leadership Team, who has an National Professional Qualification (NPQ) in behaviour and culture.

### **School Culture**

At Oldbury Park we promote a school culture where there is a very deep level of care and respect for each other, and an understanding and appreciation of ourselves and one another. This is underpinned by the research based theory or PACE.

The PACE approach is a therapeutic framework used in schools to help children with feel safe and secure. Developed by Dr. Dan Hughes, PACE stands for Playfulness, Acceptance, Curiosity, and Empathy. It encourages educators to connect emotionally with students in order to build trusting relationships.

#### **Key Components of the PACE Approach:**

- **Playfulness (P):** Using a light-hearted, non-threatening, and sometimes humorous tone to reduce tension and build connection.
- **Acceptance (A):** Validating a child's internal feelings without judgment, even if their outward behaviour is inappropriate.
- **Curiosity (C):** Demonstrating a genuine, calm interest in understanding the reasons behind a child's behaviour, rather than simply reacting to it.
- **Empathy (E):** Showing compassion and understanding, helping the child feel felt and supported during difficult moments

At Oldbury Park we also have Thrive Licensed Practitioners and Trauma Informed Practitioners who will use their expertise where more bespoke support is needed.

We ask that everyone strives to do and be the best version of themselves – at Oldbury Park 'We Believe in Best' and this is celebrated in weekly assemblies. We live by our four core values and believe that all our behaviours can be drawn back to a consideration of one, or more, of these:

### **Be Kind**

We care very deeply for our children and for one another and always aim to be kind. We show concern for our pupils by being well attuned to their emotional, physical and learning needs and connecting with them as individuals. We encourage our learners to show kindness to one another by praising and rewarding kind and thoughtful behaviour. As well as this being a constant component of our core values, we also have Kindness Champions across school who drive this forward at key times within the year.

### **Be Respectful**

We show a genuine and positive interest in the unique qualities and characteristics of all our children and know them as individuals. We model polite and courteous behaviour at all times. We foster respectful attitudes among the children by scaffolding opportunities for them to collaborate and learn from one another. We ask all our community to be respectful to one another, to our school, to our environment and to our planet both when attending school and when in the community.

### **Be Safe**

We are determined that our pupils should feel, above all else, safe at school. We model what it means to keep safe, including online. We discuss staying safe and being responsible to keep others safe in all we do. Children are encouraged to share when they don't feel safe and know that adults in the school are there to help keep them safe. Children are encouraged to name their 'Five Trusted Adults' in school, and this is revisited regularly and we also promote the children to know who the Safeguarding Lead is at school and their role.

### **Be Ready to Learn**

We are committed to enabling a purposeful and learning rich environment, where all children feel able to learn without interruption. We have a well-planned and engaging curriculum which inspires and creates a sense of awe and wonder in our pupils about the world around them. Alongside this staff ensure adaptive practice, which considers the needs of the children in front of them. We expect children to engage in their learning with a clear sense of purpose and pride. We also expect children to allow other children to learn, free from distraction and disruption.

### **Developing Relationships**

At Oldbury Park we believe that children need to be surrounded by caring, emotionally available adults to feel safe and thrive. All behaviour is communication and we feel strongly that the relationships we have with children can support them to securely attach to adults around them and in time, self-regulate their emotions.

We pride ourselves in our inclusive practices, taking time to understand the needs, backgrounds, cultures and religions that make up our school. We feel strongly that our differences make our school a better place to be and we celebrate these.

Staff take time to form deep connections and relationships with our children, we do this in the following ways:

- **Transitions:** Well planned and thoughtful transitions at key points, for example new school year that involve all appropriate stakeholders.
- Pastoral Focus at the start of each academic year and after each holiday period - see relevant section for more information.
- **Meet and Greet:** A member of the SLT team is always on the front gate every morning and evening to greet/say goodbye to each child as they arrive/leave school. It is important that each child feels welcomed.
- **Member of staff to meet and greet:** each phase will assign a member of staff to meet and greet children on their way into the building, again this is important to welcome the child and support the transition from home to school. These staff are placed strategically within the school building.

- **Smiling eyes:** All staff in school understand the importance of genuine smiling eyes when interacting with children. We pride ourselves that our relationships are built from genuine care and mutual respect.
- **Knowing names:** Staff will prioritise knowing as many names of individual pupils as possible and we will use these when interacting with pupils.
- **Special hobbies or interests:** Staff take time to get to know the personal interests of each child in their class and across school and will ask about these interests to show genuine curiosity about each child's personality.
- **Show and Tell:** Children have the opportunity to show and tell their achievements or interests through class assembly.
- **Genuine interest:** Staff genuinely care for and want to get to know the pupils in their class and beyond. This is clear in calm, considered and thoughtful daily interactions.

We also adjust our surroundings and provision for children who require more support to feel safe in school. Some of these adjustments are:

- A considered seating plan that places vulnerable children in a place of comfort for them, for example having a solid wall behind them.
- Staff will put on a sensory lens and adapt the classroom to support any sensory needs an individual will have.
- Emotionally available adults.
- Big Empathy Drawings – gaining the pupil view through a child-centred mechanism.
- Low arousal entry to school.
- Thrive support
- Trauma Informed Schools support

### **Being good role models and expectations**

All school staff and governors at Oldbury Park understand the importance of being good role models and maintain the highest standards of professional behaviour in all their interactions with pupils, parents and colleagues.

To ensure a positive climate for learning it is vital that staff maintain high standards of behaviour and conduct and this is applied consistently. We believe this is best achieved when we build positive relationships and celebrate our children's successes.

### **Rewards we use in school**

- **Praise Postcards**  
Teachers write out a praise postcard linked to the schools core values (Be kind, safe respectful and ready to learn) which are sent home on the same day.
- **House point system**  
Children receive house points as a recognition for effort and attainment within their learning. Where possible staff are encouraged to reflect the Oldbury Aspirations in the language of their praise. Children will collect house points on their house point card. They receive a certificate for every 50 house points achieved in KS2, this is celebrated in assembly. This then equates to points

for their house. In EYFS and KS1 children collect 10 house points at a time and gain recognition within their class. When they receive 50 house points they receive a certificate in assembly.

- **Oldbury Aspirations Recognition**

At each half term we will host an Oldbury Aspirations recognition assembly. Two nominations are made per class linked to praise postcards.

- **Annual Oldbury Aspirations Evening**

Children and their families are invited to a special evening celebration, whereby children will receive an Oldbury Aspiration certificate.

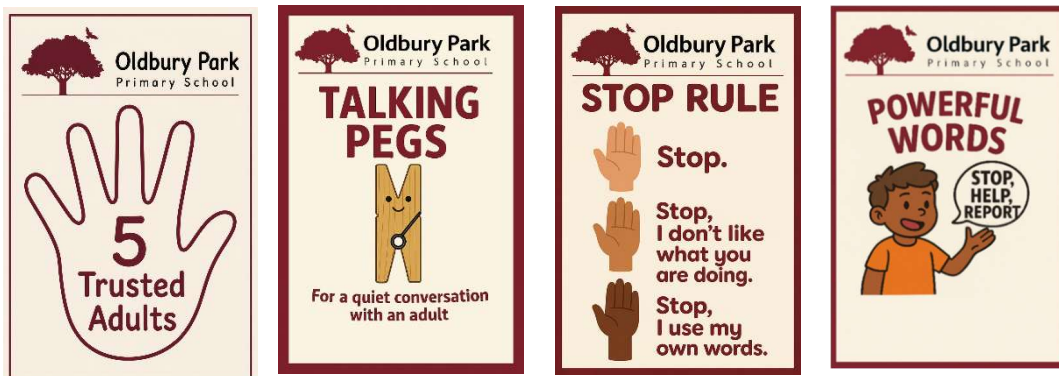
- **Believe in Best Assemblies**

Invitation for parents/carers to Believe in Best assembly to watch their child get their certificate. Believe in Best certificates are linked to the Oldbury Aspirations.

- Taking their work to another class/SLT member to celebrate
- Reading certificates as recognition for reading with an adult, these are shared in assembly.
- Maths certificates which are celebrated in class assembly.
- Principal's celebration display for outstanding pieces of work
- Showing their work to parents at the end of the day
- Work being published in the Oldbury Observer
- Doing a special job
- Verbal praise
- Class assembly to celebrate achievements from home

### How to get help

We have several mechanisms for children to use to get help.

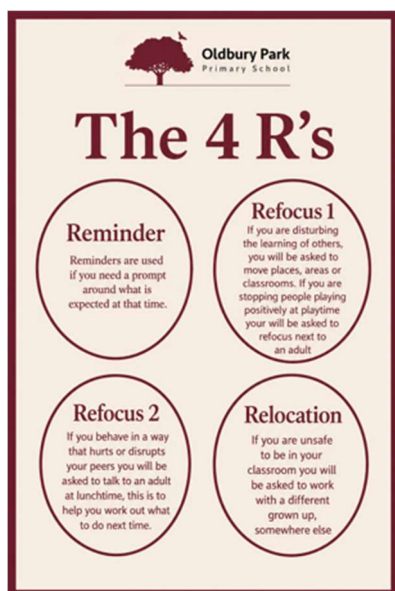


If a child needs support for their behaviour because it is not in line with the school core values: Be kind, safe, respectful and ready to learn, staff will follow the process outlined below.

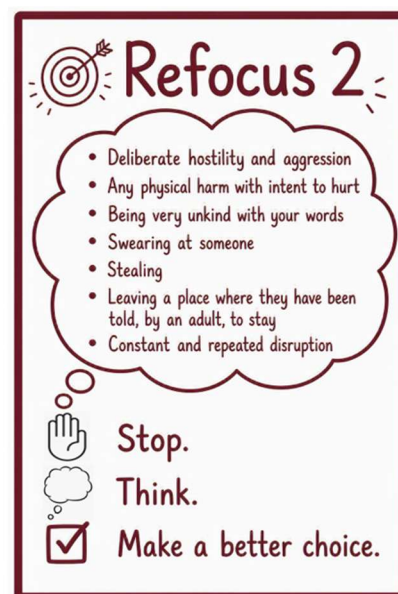
## **The 4 R's**

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| <b>Reminder...</b> | Reminders are used if a child needs a prompt around what is expected at that time. Reminders are given 'in the moment' on a 1:1 basis. They are conducted quietly between an adult and the pupil with a clear explanation of what needs to change.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Re-focus 1</b>  | <p>If a child is disturbing the learning of others, after a reminder has taken place, they will be asked to move places, areas or classrooms. This is to support them to re-focus and to support the other children who are trying to learn. The timescale of this move will be determined by the adult and communicated to the child prior to the move.</p> <p>If a child is stopping other children from playing positively, after a reminder has taken place, the child will be asked to re-focus by standing next to an adult on the playground for a period of time. This will be at the discretion of the adult.</p> <p>These incidents would not be reported to parents.</p> <p>If a child refuses to engage in re-focusing, they will be removed from the playground by a member of the leadership team. This will be communicated with parents and logged on the school behaviour system.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Re-focus 2</b>  | <p>If a child displays the behaviours listed below* they will spend part of their lunchtime with a member of SLT or can be relocated.</p> <ul style="list-style-type: none"> <li>• Deliberate hostility and aggression</li> <li>• Any physical abuse with intent to harm (hitting, slapping, kicking, biting, etc)</li> <li>• Severe verbal abuse (aggressive name calling, racism, homophobia, disability discrimination etc). This may also lead to suspension/exclusion.</li> <li>• Swearing at someone to cause upset</li> <li>• Stealing property</li> <li>• Leaving a place where they have been told, by an adult, to stay</li> <li>• Bringing prohibited items into school (see relevant section)</li> <li>• Constant and repeated disruption</li> </ul> <p><i>*This is not an exhaustive list and other behaviours may be included at the discretion of teaching staff.</i></p> <p>Staff will consider the child's background, SEND needs and any extenuating circumstances which may mean adaptations are made. Adaptations may include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Ensuring this time is carried out on the same day where possible.</li> <li>- The time is carried out in a designated space away from other children.</li> <li>- The time is carried out with particular trusted adults.</li> </ul> <p>All incidents of this nature will be communicated with parents; the incident will also be logged on the school's behaviour system.</p> <p>Failure to attend this sanction will result in a meeting with the child, class teacher, phase leader and parent to talk about and plan next steps.</p> <p>If a child accumulates several 'refocus 2' sanctions in a half term, a meeting with parents will be carried out, alongside the phase leader, to discuss a clear plan and support</p> |

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|                              | <p>moving forward. If the child is on the SEND register this meeting might also include the SENCO.</p> <p>As a staff we recognise the importance of applying any sanction fairly, calmly and consistently. Understanding the reasons for undesirable behaviour is vitally important in dealing with it successfully, as all behaviour is communication.</p> <p>During a re-focus 2 the child will sit with a member of SLT in a designated space. They will eat their dinner before any conversations takes place to ensure their physical needs are met and they are not hungry. After the child has eaten, a restorative conversation takes place between the member of SLT and the child. A restorative conversation is a mechanism for the child to work through what happened, reflect on their own self-regulation, develop empathy with others and work through possible plans for dealing with similar situations in the future. Staff may use cartoons and drawings to support this process. This conversation is held without judgement and the tone of voice is neutral. After their conversation the child will have silent time to reflect. The SLT member will always feed these conversations back to the class teacher, sometimes alongside the child if appropriate.</p> <p>The child returns to the playground to line up with their peers for the afternoon, to avoid shaming the child by walking into the room separately. These sessions are not places of fear or shame, they are safe places for children where personal development takes precedent.</p> |
| <b>Relocation and return</b> | <p>If a child has shown behaviours that cause distress for their peer group or are unsafe, they may be relocated to complete work and re-set before then returning to their classroom. They will spend time with a member of the leadership team.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



All children are clear with the expectations relating to their behaviour and reminders are planned in regularly and specifically within the curriculum. We share these around school and in classrooms using these clear posters.



### Cause for Concern process



If a child is reported as being unkind or is hurting other children repeatedly, exhibiting 'bullying behaviours', the school will meet with parents and put a 'Cause for Concern' in place. This is intended to stop the undesired behaviour quickly as well as ensure support is accessed where appropriate.

### Use of mobile phones

At Oldbury Park Primary we have a two tiered system for the use of mobile phones by children in school. We follow the DfE guidance 2024: Mobile phones in schools.

Reception – Year 5: No mobile phones on the school premises. In special circumstances children may bring mobile phones into school, these must be handed to the office by a parent/child at drop off and be collected at the end of the day. This must be agreed beforehand by a member of SLT.

### Year 6: Mobile phone handed to the class teacher on arrival

Searching mobile phones: Mobile phones can be searched by the Principal or another member of the SLT team in line with the DfE guidance 2022: Searching, screening and confiscation.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education (latest version).

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

**In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.**

The data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable if it relates to a potential offence. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves

## **Search and Confiscation**

Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. However, only routine searches will take place in school. This could mean asking a student to empty their pockets and school bag, to remove their shoes and shake them out, and to remove outer clothing. Further searches would only be conducted by the police. It is normal practice to have another member of staff to witness the search. Any illegal or unauthorised materials will be confiscated and labelled. If consent is not given, then it is likely that the police will be called. School property such as lockers could be searched if there is reasonable suspicion that dangerous or stolen items are there, and although consent for searching school property is not required, individuals will be made aware that such a search is taking place. Prohibited items at Oldbury Park are:

- Knives or weapons/bladed articles
- Alcohol
- Illegal drugs or legal highs
- Shisha Pens/e-cigarettes/vape pens
- Stolen items
- Tobacco or cigarette papers
- Cigarettes
- Cigarette lighters
- Matches
- Fireworks
- Pornographic images or material
- Recordings that would invade student and staff privacy
- Laser pens
- 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 the property of, any person (including the student).

This list however is not exhaustive. The school can also seize any item found which is considered to be harmful or detrimental to school discipline: this includes electronic images. In unusual circumstances confiscated items may be available for students to take home at the end of the day, unless:

- returning the confiscated item is deemed inappropriate or dangerous
- when the confiscation is not a students' first offence.
- where the confiscated item is illegal.

In these circumstances it may be necessary to contact parents/carers or the police for their support and to arrange an appropriate time for them to collect any items that can be returned. Confiscated knives, weapons, items believed to be stolen or illegal will be passed on to the police or disposed of by the school.

Bringing banned items into school may result in a suspension or permanent exclusion.

## **Support in challenging circumstances**

It should be noted that on occasions pupils misbehave due to extreme personal circumstances. Although the consequences remain fixed in line with the behaviour policy, staff dealing with such pupils will ensure that the right type of support is in place moving forward. Adaptations will be put in place for extenuating circumstances at the discretion of the teacher/SLT.

## **Suspensions and Exclusions**

Suspensions and Exclusions will only be used when the child's behaviour seriously affects his or her education, safety and/or welfare, or that of others in the school.

Please refer to the Suspension & Exclusions Policy for further detail.

## **Behaviour outside of school premises**

By being part of this school, pupils agree to represent the school in a positive manner when within our community. Staff can support parents and pupils to discuss behaviour outside of the school premises, including conduct online. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **Positive Handling**

As a school we have a duty of care to all children and adults within the school. Therefore, occasionally, physical interventions are used in school by fully trained 'Team Teach' staff.

Physical interventions are only a small part of a broader range of positive handling strategies to address the needs of those whose behaviour presents a challenge. Physical techniques are based on providing the maximum amount of care, control and therapeutic support.

Our key message is: 'we care about you and will keep you safe'. Any physical intervention has minimum force for the shortest time to ensure safety. Although staff are legally empowered to use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption, we focus on the interests of the child and in so doing reflect on these questions:

- How was this intervention in the best interests of the child?
- Why was it absolutely necessary?
- How was it reasonable and proportionate?

Any physical intervention follows specific protocol and procedures which can be found in the Positive Handling Policy.

## **Monitoring**

Behaviour across the school is monitored daily and analysed by the schools behaviour lead (Mrs Davies) and shared regularly with the wider SLT and phase leaders. The Governing Body is informed of trends through the LAGB meetings.

## **Malicious Allegations**

Students that are found to have made malicious allegations against a member of staff are likely to have breached our behaviour policy. The school will therefore apply an appropriate sanction, which could include suspension or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence may have been committed, even if he or she was not a student. In September 2010, the

Crown Prosecution Service provided guidance on harassment under the Protection of Harassment Act 1997. This can be found at: [Circular: a change to the Protection from Harassment Act 1997 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/circulars/2017/06/circular-a-change-to-the-protection-from-harassment-act-1997).

The Principal will also consider the pastoral needs of any staff accused of misconduct.

### **Review cycle of policy**

This policy will be reviewed yearly as part of the policy review cycle.

### **Policy Links**

The Behaviour Policy is linked to the following policies:

- Anti-bullying Policy
- Suspension & Exclusions Policy
- Safeguarding and Child Protection Policy (including the most up to date KCSIE)
- SEND Policy
- SEND Information Report
- Online Safety Policy