

Penwortham Primary School

Positive Relationships and Behaviour Policy



Date policy approved: September 2024

Date policy to be reviewed: September 2025

Happy children, who achieve

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1. Overview

Penwortham Primary School is committed to creating an environment where exemplary positive behaviour is at the heart of excellent learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We make it easy to make positive behaviour choices and challenging to choose otherwise.

This Behaviour Policy outlines our framework for identifying and recognising positive behaviours, and also undesirable or anti-social behaviours. More detail and examples of these definitions set out in Appendix A. It outlines the proactive strategies used to encourage positive behaviours (Section 4), how positive behaviours are reinforced (Section 5), and the behavioural support measures and strategies we employ (Section 6).

This policy also documents the procedural steps we will take in the event of needing to address any repeated, persistent or serious instances of where behaviour is not positive (see Appendix F).

In all our conversations with children about conduct and what is expected of them, we have 3 simple rules. We expect our children to be:

1. Ready
2. Respectful
3. Responsible

...in everything that they do. It is that simple, easy to remember and doesn't involve any other rules.

To ensure these principles are embedded, we have implemented our Relentless Routines (Appendix B). These routines are simple and consistent across the school, reducing cognitive load for the children and allowing them to focus more on their learning. The predictability of these routines helps to create a calm, structured environment where children feel safe and supported throughout the school day.

Aims of the policy

- To create a culture of exceptionally positive behaviour: for learning, for community and for life.
- To ensure that all learners are treated equitably, shown respect and to promote positive relationships.
- To provide clear, concise and consistent rules, routines and systems that everyone follows.

- To advocate for the use of proactive strategies to support learner's wellbeing, sense of belonging and self-esteem.
- To address underlying reasons for undesirable behaviour rather than its symptoms alone.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, discipline and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

2. Roles and responsibilities

The **governing board** will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting positive behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **headteacher** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of undesirable behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting positive behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving the undesirable behaviour.

The **wellbeing leaders** will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The **SENCO** will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils presenting undesirable behaviour in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil presenting undesirable behaviour will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not placing importance on undesirable behaviour and taking proportionate action in line with policy to restore exceptional standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently in line with school policy and the Parent, Child and School Contract.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling excellent standards of behaviour.
- Being aware of the signs of unsettled/distressed behaviour.
- Pre-empting unsettled/distressed behaviour and using proactive strategies in an attempt to de-escalate.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils presenting specific undesirable behaviour
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Senior Leadership Team.
 - Behaviour Lead.
 - Family Support Worker
 - Learning Mentor.
- Not placing importance on undesirable behaviour and taking proportionate action in line with policy to restore exceptional standards of positive behaviour.
- Exploring the underlying causes of undesirable behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Encouraging others to be responsible for their own behaviour through modelling positive behaviour themselves in line with the Parent/Carer, Child and School Contract.
- Reporting any anti-social behaviour to a member of staff.

Parents will be responsible for:

- Working with school to supporting their child in adhering to the school rules and reinforcing this at home in line with the Parent/Carer, Child and School Contract.
- Informing the school of any changes in circumstances which may affect the presentation of their child's behaviour, allowing school to make reasonable adjustments where necessary.

3.Proactive Strategies

At Penwortham Primary School, we understand the importance of proactive strategies in the reduction of cognitive load for supporting positive behaviour for both pupils and teachers. Clear routines, consistent expectations and defined anchors throughout the school day reduce the mental strain on pupils, allowing them to focus more on learning rather than constantly adapting to changing demands. Establishing these practices helps prevent undesirable behaviour by minimising uncertainty and anxiety. By using these strategies, our aim is to instil a sense of belonging, increase participation levels, decrease stress responses and prevent issues before they arise, thus making reactive interventions unnecessary and creating an environment where both teaching and learning can thrive. These strategies include, but are not limited to:

- Daily wellbeing check-ins using 'Zones of Regulation'
- 3 step Relentless Routines (see Appendix B)
- Calm Spaces
- Wellbeing Suite
- Engagement and AfL strategies
- Proud walls
- Positive behaviour language

Positive teacher-pupil relationships are key to supporting positive behaviour. The school will focus heavily on forming positive relationships based on predictability, consistency and trust to allow teachers to understand their pupils and create a strong foundation to support positive behaviour choices and wellbeing.

4.Positive Reinforcement

At Penwortham Primary School, we value each child for who they are and celebrate them as human beings without limitations. We understand that intrinsic motivation plays a crucial role in fostering long-term positive behaviour in children. By increasing our focus on intrinsic motivation, staff can encourage students to engage in positive behaviours because they find them personally rewarding, rather than solely relying upon extrinsic rewards or punitive sanctions. When used thoughtfully, positive reinforcement can support this by recognising and affirming the behaviours we want to see, helping to build a sense of internal satisfaction and self-discipline in students. This approach encourages children to take ownership of their actions, leading to more sustainable and authentic behaviour changes that align with their personal values and goals. We celebrate the child

as a whole, exceptional pupil effort, the demonstration of our school values and those who demonstrate anything "above and beyond" what is expected.

These strategies include, but are not limited to:

- Verbal praise
- Peer recognition
- Positive Postcards
- Values Assembly
- House points
- Termly Values awards
- Birthday dress down days
- Pupil Ambassadors

5. Behaviour Support

We recognise that clear structures of predictable certainties have the best impact on supporting positive behaviour. Our school's values, 3 simple rules, routines and consistent expectations are followed by children and staff.

We understand the importance of teaching children what excellent positive behaviour looks like and support them in making the right decisions. At times, children can struggle to make a positive choice and need our support to help them regulate their emotions. We also recognise that all behaviour is a form of communication, and we aim to understand the underlying causes behind a behaviour. At Penwortham Primary School, we encourage adults to respond to undesirable behaviour in a way that focuses on the feelings and emotions that might drive the behaviour, rather than the behaviour itself.

These strategies include, but are not limited to:

- Behaviour Procedures (see Appendix F)
- De-escalation strategies
- Behaviour Support Plans
- Child Protection Online Management System (CPOMS) behaviour log
- Access to Youth Mental Health First Aiders/Wellbeing Coaches
- Skills Support with Learning Mentor
- Restorative practice
- Positive redirection

De-escalation strategies examples:

- Appearing calm and using a neutral/friendly tone of voice

- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route provided it is safe for a pupil to leave the room.
- Showing open, accepting body language, e.g. not standing with arms crossed.
- Reassuring the pupil and creating an outcome goal collectively.
- Identifying any points of agreement to build rapport.
- Positive phrasing e.g. instead of "if you don't return to your seat, I won't help you with your work" becomes "when you return to your seat, we can work together on a solution".
- Staying focused on the primary behaviour, not secondary behaviours that follow.

Physical intervention

The school remains the right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Behaviour Support Plans

At Penwortham Primary School, our behaviour policy applies to all children. On occasion, some children may require additional support through the use of a Behaviour Support Plan/Individual Behaviour Plan to formalise strategies that differentiate from policy. These plans will be completed and followed for children identified as requiring additional support.

6. Communication and Recording within school

At Penwortham Primary School, we use CPOMS (Child Protection Online Management System) to record incidents of undesirable and anti-social behaviour. All staff have access to CPOMS and are provided with login details when they join the school. It is the responsibility of all members of staff to record undesirable or anti-social behaviour they have managed. This should be completed as soon as possible following

the incident. Records of incidents are accessible by all members of SLT, DSLs and Behaviour Lead within our setting.

Records of incidents are used as a communication tool and to enable SLT, DSLs and the Behaviour Lead within to identify and track any patterns (e.g. particular times/days/lessons) of undesirable behaviour. Because of this, language used when recording on CPOMS should be factual and non-judgemental. If specific language has been used, then this should be recorded verbatim.

7. Communication with Parents and Carers

At Penwortham Primary School, we involve parents/carers in all aspects of school life, including behaviour. This is achieved in the following ways:

- At the beginning of the academic year, parents are reminded of the Behaviour Policy and their role in supporting their child and expectations of behaviour. The school's behaviour contract (Appendix G) will be issued at the beginning of each academic year.
- Parents/carers receive written and oral feedback about their child's behaviour throughout the year; this feedback may be linked to positive behaviour or undesired/anti-social behaviour.
- Parents/carers receive written progress reports once a year and two parent/teacher consultation meetings. Behaviour is discussed through both of these methods.
- Staff are available to discuss behaviour by appointment. Our Family Support Worker can offer direct support to parents/carers and signpost to other agencies.
- The SENCo can also offer support for a range of behaviours linked to SEN.

Incidents of Level 1 undesired behaviour are discussed with parents/carers of the children involved when deemed appropriate. This will be at the soonest possible opportunity and will take place via telephone or face to face, depending on the nature and timing of the incident and the availability of the parent/carer. This will be done by the Class Teacher or a member of the SLT.

Incidents of Level 2 undesired anti-social behaviour are discussed with parents/carers of the children involved. This will be on the same day and will always be done by a member of the SLT. This will take place via telephone or face to face depending on the nature and timing of the incident and the availability of the parent/carer.

8. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT will consider any appropriate training needs regularly, and in response to any serious or persistent behaviour issues disrupting the running of the school, which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

9. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in our 3 R's will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can address pupils for their involvement anti-social behaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also address pupils for their involvement anti-social behaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with by SLT.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

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.

11. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case.

Mobile phones will be handed in on arrival - pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day. Phones are only permitted for use after school once children have been released from school.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes

- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above.

Appendix A

Definitions

Positive behaviour

At Penwortham Primary School, creating positive behaviour is our focus and we recognise that we can only expect the development of this if we teach/show the children how.

For the purpose of this policy, positive behaviour can be defined as:

- Behaviour which is positive, helpful and intended to promote social acceptance
- Behaviour which is characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people, the wider community or society as a whole.

This will include, but is not limited to, the following:

- Holding doors for others
- Assisting with tidying equipment
- Using polite language
- Working as a team
- Helping adults and other children
- Putting significant effort into learning

Undesired behaviour

At Penwortham Primary School, we recognise that undesired behaviour may, at times, be a communication of negative feelings.

For the purpose of this policy, undesired behaviour can be defined as:

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
- Not doing as instructed, but not to the detriment of others.
- Quiet non-compliance which does not negatively impact on other pupils' learning.

This will include, but is not limited to, the following:

- Not completing work during set time
- Not joining in with an activity
- Choosing to sit away from the rest of the class or away from a specific area
- Refusal to return to the classroom after being outside
- Leaving the room without permission

- Refusing to come into school
- Not following instructions
- Not following uniform / jewellery agreement
- Damaging own property

Anti-social behaviour

At Penwortham Primary School, we recognise that anti-social behaviour can be classed as disruptive or dangerous and that it causes harm to an individual, a group, the community or the environment.

For the purpose of this policy, anti-social behaviour can be defined as:

- Any undesired behaviour which may disrupt the education of the individual and/or other pupils
- Any undesired behaviour which may cause injury, harassment, alarm or distress
- Any undesired behaviour which may violate the rights of another person or cause harm to oneself, others or to the environment

This will include, but is not limited to, the following:

- **Discrimination** - not giving equal respect to an individual on the basis of a person's protected characteristics e.g. age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** - deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Disruption and talking in class
- Possession of legal or vapes/illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Theft
- Graffiti
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disruptive behaviour

- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

"Undesired behaviour" may be escalated to "anti-social behaviour", depending on the severity of the behaviour.

Behaviour judged as gross misconduct could result in a permanent exclusion and/or reported to the police. Examples of this include, but are not limited to, the following:

- Unresolved serious misbehaviour
- Assault
- Carrying a weapon
- Sexual harassment

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

Appendix B

Relentless Routine

Calm Corridors

Lips closed
Sensible walking
Stay calm



Legendary Lining Up

Eyes front
Lips closed
Hands by side



Terrific Transitions

Stand up
Get ready
Walk to where you are going



Wonderful Walking

Keep to the left
Look ahead
Hands by side



Appendix C

Equality Statement

Penwortham Primary School is committed to ensuring equality of provision throughout our school.

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, Disability Equality Duty 2005 and Equality Act 2010.

Our school is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

Eliminate discrimination, harassment and victimisation.

Promote equality of access and opportunity within our school and within our wider community.

Promote positive attitudes to difference and good relationships between people of different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Leadership Team and Governors at Penwortham Primary School will regularly review the progress that we are making to meet our equality objectives with regard to protected groups (race, disability, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion/belief and sexual orientation) under the Equality Act 2010.

Equality Objectives

At Penwortham Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives: -

- to continue to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.
- to continue to raise levels of attainment in core subjects for vulnerable learners.
- to continue to monitor and support attendance of all groups of children in school. to review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

to ensure the school environment is as accessible as possible to pupils, staff and visitors.

Appendix D

Safeguarding Statement

The safety and well-being of the children at Penwortham Primary School is of utmost importance. Our Safeguarding Lead in school is Mrs Penarski and the Deputy Safeguarding Leads are Mrs Collier and Mrs Noblett. These staff members have undertaken LCC Designated Safeguarding Lead Training. Our Safeguarding Governor is Mrs Jones and our Deputy Safeguarding Governor is Miss Flint.

All other members of school staff are regularly trained and updated in safeguarding and child protection. We work with relevant agencies to reduce risk and promote the welfare of children.

What is safeguarding?

Safeguarding is the action taken to keep children safe from abuse and neglect.

It is EVERYONE'S RESPONSIBILITY

As outlined in Keeping Children Safe in Education 2023 it is clearly defined as:

- **protecting** children from maltreatment;
- **preventing** impairment of children's mental and physical health or development;
- **ensuring** that children grow up in circumstances consistent with the provision of safe and effective care; and
- **taking action** to enable all children to have the best outcomes.

What is neglect?

Neglect is the ongoing failure to meet a child or young person's basic needs.

This includes:

- Food, clothing and shelter
- A safe place to live
- Love, care or attention
- Education, health and dental care

Neglect is the most common form of child abuse. It is dangerous and can cause serious, long-term damage to children and young people.

What is child protection?

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

What is Operation Encompass?

Pan Lancashire Operation Encompass

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse, vulnerable child or missing incident.

Operation Encompass has been created to address such situations that create a safeguarding risk to young people. It is the implementation of key partnership working between the police and schools/ colleges. The aim of sharing information with local schools/ colleges is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

Following the report of a domestic abuse, vulnerable child or missing incident, by 9.00am on the next school day the school's Key Adult will be informed of the child or young person's involvement. This knowledge, given to educational establishments through Operation Encompass, allows the provision of immediate early intervention through silent or overt support dependent upon the needs and wishes of the child/ young person.

At Penwortham Primary School our Key Adult is Miss Penarski (Headteacher)

For more information please contact Miss Penarski or go to:
<https://www.operationencompass.org/>

Appendix E

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- E-Safety Policy
- SEMH Policy
- Smoke-free Policy

Appendix F

Behaviour Procedures

<p style="text-align: center;">LEVEL 1</p> <p style="text-align: center;">Repeated/persistent Level 1 Behaviours will be recorded on CPOMS. Step 4 and beyond will be recorded on CPOMS. Every "session" is a clean slate for every child.</p>			
Level 1 Behaviour Examples (not exhaustive):	Steps	Action	Examples
Not completing work during set time Not joining in with an activity Choosing to sit away from the rest of the class or away from a specific area Refusal to return to the classroom after being outside Leaving the room without permission Refusing to come into school Not following instructions Not following uniform/jewellery agreement Damaging own property Interrupting lessons Swearing Spitting Graffiti Unauthorised use of mobile phone	1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness	Wellbeing check-in, on-verbal cues, adjust seating plan, acknowledgement
	2) Reminder	A reminder of our 3 simple rules: Ready, Respectful, Responsible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Emphasise student's choices and belief that they are capable of making a positive behaviour choice, re-engage, narrate and model desired behaviour through peer modelling, clarify expectations, give choices, remind of previous positive behaviour
	3) Boundary	A clear verbal boundary delivered privately wherever possible, making the learner aware of their behaviour and an offer to redirect it.	Stay curious, provide calm, empathetic, assertive intervention, clear verbal boundary, clarify choices. Scripted intervention: CALM/PAIN Script
	4) Reset	Give the learner a chance to reflect away from others in the Calm Space/Mindfulness Suite. Speak to the learner privately and give them a final opportunity to engage.	Complete a Reflect and Reset, reset expectations, allow time for emotional regulation, consider accessibility of task to the child, adapt task as appropriate if necessary, offer a positive choice.

LEVEL 2			
LEVEL 2 Behaviour Examples (not exhaustive): Unresolved/Persistent Level 1 behaviour Physical abuse of pupils/staff Refusal to comply Vandalism Truancy and running away from school Abuse of a person's protected characteristics Threatening behaviour Stealing Verbal abuse of pupils/staff Putting self or others in danger Serious aggressive behaviour against pupils/staff Bullying and harassment Possession of prohibited items	5) Reparation	A restorative meeting should take place before the next lesson. If the reconciliation is unsuccessful, progress to Step 6 - the teacher should call on support from Family Support Worker/Learning Mentor or SLT who will support the reparation process.	Always ask, never tell. Focus on the learning, repair trust with the student. Five restorative questions: 1) What happened? 2) How did you feel about that? 3) What do you think about the choice/s you made? 4) Who has been affected? 5) How do we move forward?
	6) Formal meeting	A meeting with the teacher, learner and a member of SLT.	To take place if Step 5 is unsuccessful. Calm explanation about why this next step has been taken. Restart restorative questions process.
A child who meets Level 2 is presenting a need for 1:1 or group skills support. This will be provided through working with our Learning Mentor. Additional support through liaising with external educational professionals to provide further strategies and ideas will be explored at the school's discretion.			

A serious breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and restorative justice. Behaviour judged as gross misconduct could result in a permanent exclusion and/or reported to the police.

POSITIVE RELATIONSHIPS AND BEHAVIOUR PROCEDURES

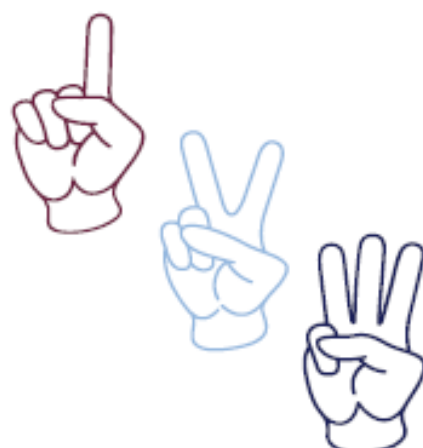
"Happy children who achieve"



Penwortham
Primary

Aspire Belong Care Discover

Relentless Routines	
Calm Corridors 1) Lips closed 2) Sensible walking 3) Stay calm	Legendary Lines 1) Eyes front 2) Lips closed 3) Hands by side
Terrific Transitions 1) Stand up 2) Get ready 3) Walk to where you are going	Wonderful Walking 1) Keep to the left 2) Look ahead 3) Hands by side



Be Ready Be Respectful Be Responsible



Restorative Model	Restorative Intervention Script	Restorative Conversation Script
1) Redirection	I can see you are feeling _____/I can see you are having difficulty _____	1) What happened?
2) Reminder		2) How did you feel about that?
3) Boundary - Use Restorative Intervention Script	I can see that is really tricky for you.	3) What do you think about the choice/s you made?
4) Reset	It's really important that we don't _____/I won't let you _____ because _____	4) Who has been affected?
5) Reparation & Reflection - Use Restorative Conversation Script		5) How do we move forward?
6) Formal meeting with member of SLT	Why don't we/How about/ Here are two options/ I have a plan...	

Appendix G

Parent, Child and School Behaviour Contract

At Penwortham Primary School, we advocate for positive behaviour to support children in their learning journey. We are able to do this as a result of children, parents and staff working collaboratively towards our common goal: Happy Children, Who Achieve.

As a pupil of Penwortham Primary School, I agree to:

- Follow our 3 simple rules: Be Ready, Be Respectful, Be Responsible
- Aspire to be my personal best
- Encourage others to be their personal best
- Utilise behaviour strategies provided by the school
- Understand that the adults are on my team and will take reasonable steps to keep me in the green zone or help me return to the green zone
- Understand that the adults have a responsibility to protect me and my peers

As a parent/carer of a Penwortham Primary School pupil, I agree to:

- Ensure my child attends school regularly and is punctual
- Ensure my child receives an adequate breakfast each day
- Ensure my child is well-rested each day and has an age-appropriate bedtime
- Ensure my child is provided with the correct uniform in line with school policy
- Work collaboratively with the school to support my child in promoting positive behaviour
- Inform the school of any concerns or worries that I, or my child, have
- Recognise the impact that the behaviour of my child can have on others
- Recognise the impact that behaviour can have on my child
- Understand that feedback on both positive and undesired/anti-social behaviour may be communicated with me
- Treat all children and staff of Penwortham Primary School with respect
- Adhere to the Parent Code of Conduct

All members of the Penwortham Primary School staff team, agree to:

- Remember that behaviour is a form of communication
- Treat all children equitably and with respect
- Use proactive strategies to pre-empt and prevent escalation to support the child in positive behaviour
- Use positive reinforcement to celebrate children
- Follow Penwortham Primary School's behaviour policy if/when undesirable/anti-social behaviour arises
- Support children in problem solving and conflict resolution when necessary
- Provide additional support to children presenting regular/serious undesired/anti-social behaviour as and when it is required
- Provide support, when appropriate, to children affected by anti-social behaviour

Signed by: _____ **Date:** _____

Parent: _____

Child: _____

School: _____