



Pikemere School

Positive Behaviour and Relationships Policy

2025-26

The Behaviour Policy in respect of Pikemere School has been discussed and adopted by the Governing Body.

Chair of Governing Board:

Mrs K Hulson

Headteacher:

Mr A Hughes

SENDCO:

Miss C Beresford

Agreed and ratified by the Governing Board on: 14th May 2025

Policy Review Date: May 2026

At Pikemere School we value the importance of a positive approach to creating and maintaining relationships with the members of our school community. Fostering such relationships between adults and students is a fundamental of high-quality teaching and learning, which begins in EYFS. Alongside this, our school values and rules provide the basis for the expectations of our school community and are the core aspects by which we work together to create a safe, considerate and productive environment. It is our belief that it is the responsibility of every adult to help create students who are well practiced in self-restraint and self-regulation. Through the term 'good behaviour', we are referring to students who flourish as learners and human beings.

Aims of this policy:

- To provide a behaviour culture that reflects our school values and is embedded in all that we do.
- To encourage relationships built on mutual care, respect and support.
- To facilitate all students and staff in consistently meeting the school's high standards and expectations for behaviour, attitude and conduct.
- To encourage students to be independent and confident to take risks in their learning and make their own decisions.
- To provide a well-established, universally known set of protocols that are easy to understand and implement.
- To create a detailed, gradual code of behaviour management that is applied consistently by all staff.
- To develop resilience, through positive relationships, for all students and staff.
- To promote and reward positive relationships and behaviour.

Our School values

Our school values have been chosen by stakeholders from across school. They have been chosen to guide our decisions and actions in school. They are:

- Kindness
- Teamwork
- Welcome
- Supportive
- Resilience

Our school values embody how we aim to create and maintain positive relationships with others including peers, adults and visitors. Our emphasis is to reward and reinforce positives rather than focussing on failure. We recognise positive behaviour to thank, motivate and help students make the right choices.

Creating a positive climate in school

In order to create and maintain a positive climate in school, it is essential that all staff carry out the following actions continuously:

- Know students as individuals, ie, knowing their names, personalities, interests and who their friends are.
- Plan and organise both lessons and the classroom environment to keep students interested and minimize opportunities for disruption.
- This may require attention to such aspects as furniture layout, grouping, students seating, matching work to ability, pacing lessons well, being enthusiastic and using a sense of

humour to create a positive classroom atmosphere.

- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observe or 'scan' the behaviour of the class or group of students outside.
- Be aware of and control their own behaviour, including stance and tone of voice.
- Model the standards of courtesy that is expected from students.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Use restorative approaches to build, restore and maintain positive relationships.

Creating the right climate - practical strategies:

- Students should be greeted each morning at the outside door by either their Class Teacher or Teaching Assistant who will wish them a good morning and then direct them towards their morning task.
- Movement from the playground to the school should be done in an orderly manner and quietly at all times. Walking around school should be encouraged to avoid accidents and bring a sense of calm.
- Playtimes and dinnertimes should be calm, students should be encouraged and supported to play.
- At the end of the school day, all students should be seen to safely leave with their parents/carers (unless other permission has been given), ending the day in the right tone.
- The Headteacher, Deputy Headteacher and SENDCO should be visible around school at all times to ensure that these procedures are operative. Everyone in the school is responsible for the behaviour of students and must ensure that continuity exists.

Roles and Responsibilities

The Role of Governors:

- To support the Headteacher in carrying out these guidelines for behaviour.
- To ensure 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.
- To promote a whole-school culture where calm, dignity and structure encompass every space and activity.
- To handle complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- To ensure this policy is published on the school website.
- To monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives.

The Role of the Headteacher:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by students at the school.
- Be a visible presence around the school and set the expectations of behaviour and support all staff.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage positive praise through emails, phone calls, certificates, recognition boards.
- Use behaviour data to target and assess interventions.
- Support teachers in managing students with more complex needs or challenging behaviours.
- The Headteacher has the responsibility for considering whether a student should be internally and externally suspended or excluded in line with the school's Suspension and Exclusion Policy.
- Publishing this policy and making it available to staff, parents and students 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 disruptive behaviour.

The Behaviour Lead is responsible for:

- Having strategic oversight of policies and procedures relating to ensuring good behaviour and behaviour for learning.
- Working with Senior Leaders, Mental Health Lead and SENDco in relation with this policy
- Development of effective whole school attitudes and culture
- Monitoring of whole school standards
- Support the drafting of individual personalised plans alongside Mental Health Lead and SENDCO as necessary.
- Supporting teachers in establishing and maintaining a purposeful working atmosphere and setting high expectations of student behaviour
- Review behaviour data (CPOMS) to identify patterns and to target and assess interventions.
- Organising provision of professional development and support opportunities to ensure the highest standards of behaviour maintained amongst staff.

The SENDCO is responsible for:

- Collaborating with the governing board, Headteacher and SLT, to determine the strategic development of behaviour policies and provisions in the school with regards to SEND.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, Senior Leadership Team, including the SENDCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the students in their class.

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

- Adhering to this policy.
- Forming and maintaining positive professional relationships with all students.
- Supporting students in adhering to this policy.
- Deliberately and persistently catching students doing the right thing and praising them for this.
- Promoting a supportive and high-quality learning environment.
- Knowing their classes and students well and developing positive relationships with all students.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Modelling high levels of behaviour.
- Relentlessly working to build mutual respect.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Remain calm
- Demonstrate unconditional care and compassion.
- Maintaining behaviour logs in accordance with this policy and recording serious incidents on CPOMS.

All Staff Must:

- Take the time to welcome students at the start of each day.
- Always ensure students meet high expectations of behaviour.
- Treat all students fairly, with respect and understanding.
- Ensure that records are kept of incidents on CPOMS in accordance with policy.
- Always redirect students by referring to our school rules and values.

Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents and carers are responsible for:

- Working collaboratively with the school so that students receive consistent messages about how to behave at home and at school.
- Supporting the school in implementing the school rules which are explained at our introductory parents' meeting and are also shared in students's planners.
- If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If the issue has still not been resolved, they should contact the Chair of Governors.
- Informing the school of any changes that might affect the behaviour of their child.
- Providing their child with regular opportunities to discuss school so that any worries or concerns are recognised at an early stage.
- Informing the school of any concerns about their own child's behaviour.
- Keeping in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- Supporting and co-operating with the school in implementing the behaviour policy.
- Respecting the staff of the school and valuing their professional opinions.
- Promoting positive attitudes towards school.

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 students to participate in creating the culture of the school. The ethos, vision, values and code of the school are outlined and all staff are expected to support the approach.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Behaviour System

Our behaviour expectations are set out in three simple rules:

- Be Respectful
- Be Responsible
- Be Ready

Where our school values embody our aspirations for how the students will develop relationships with others, our rules share our expected standard of conduct for all students at all times.

Rewards

At Pikemere School, we reward our students for good behaviour, attitude, manners, hard work and for modelling our school values. The following rewards are used to reinforce this:

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| Verbal praise | Specific praise is given to students who are showing that they are following the school rules. |
| Dojo Points | Dojo points are awarded when students display one of our school values (THE CORE). These are collected to achieve bronze, silver and gold badge awards. |
| Sharing Work with others | Students may be given the opportunity to go and share their work with another teacher, member of SLT or the Headteacher. |
| Positive Feedback to Parents/ carers | We celebrate positive behavioural, social and academic achievements with parents via face to face feedback and phone calls. |
| Star of the Week | At celebration assembly each week, students may be awarded a certificate for outstanding work or going above and beyond in showing the school values. At the end of the half term, the Stars of the Week come together for 'afternoon tea' to celebrate their achievements together. |

Students' achievements outside of school are also recognised during our Star of the Week assembly. We invite students to come and share any certificates, badges or awards with us each week whether sporting, musical or any other.

Sanctions

Where negative behaviour occurs, the following sanctions are applied consistently across all times of the school day and by all members of staff:

1. Reminder – A verbal reminder to prompt the child to adjust their behaviour. This should be specific and inform the students of the expected behaviour.
2. Warning – A verbal warning that if the unwanted behaviour continues, it will result in the child receiving reflection time
3. 5 minutes reflection time – This is carried out at the next playtime. Where possible, reflection time should be done with the adult who gave the consequence. A brief discussion of the behaviour should be held before allowing the child to reflect. This is logged in the class behaviour log.
4. 10 minutes reflection time in another class – If the unwanted behaviour continues, students are sent to a partner class for 10 minutes to carry out a longer reflection. This reflection will be done using a reflection sheet, which will then be shared with an adult before returning to class. Reflection time is logged in the class behaviour log and the reflection sheet stored with it. SLT and parents are informed of the incident and their response recorded.
5. SLT – If a child does not amend their behaviour, they will go to a member of SLT, who will speak to the child and deem an appropriate consequence. Either the class teacher or member of SLT will discuss the concerns with parents or carers.

In the event of a serious incident, students are reported to SLT immediately. In these instances, parents are informed.

Students have a fresh start each day, however playtime sanctions can roll over into the following day. Students cannot earn back sanctions. The staged approach must be followed consistently.

Recording behaviour incidents

Records of sanctions are kept in classrooms and monitored by SLT half termly. Where students are repeatedly completing reflection time, the class teacher will arrange a meeting to discuss concerns with parents. Should behaviour continue to show challenge, a member of SLT will attend a further meeting alongside the class teacher.

Reasonable Adjustments

Pikemere School recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of behaviour which do not meet school expectations arise, we will consider them in relation to a student's SEND. We do, however, recognise that not every incident will be connected to a child's SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. These include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of students with SEND (Students and Families Act 2014)

As a result, our approach to managing behaviour may be adjusted to cater to the needs of the student. Where necessary, we will work with the local authority and other agencies to determine how to best support a child's needs.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDSCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Dealing with Serious Incidents

A member of the senior leadership team will become involved in supporting members of staff, when incidents including abuse towards another child, violence, stealing, vandalism or an attack on another person's protected characteristics occur.

In such cases, incidents are investigated thoroughly by the relevant member of SLT to determine the full circumstances. A record is logged on CPOMS and parents are informed. Following the incident a meeting is arranged with parents/ carers to seek a resolution. The Headteacher will consider whether the student should be excluded from school for a fixed term and the length of the exclusion (see below)

Exclusion

Where a student's behaviour causes significant concern and the range of strategies outlined above has failed, the Headteacher will decide whether or not it is appropriate to move them on to the terms of the Exclusions Procedure. Exclusions and serious incidents of behaviour are reported to the governing body termly.

The school is responsible for promoting good behaviour and discipline on the part of its students and for securing an orderly and safe learning environment for its students and staff. Headteachers can exclude students for up to 45 days in any school year in circumstances resulting in:

- Serious, actual or threatened violence against another student or member of staff.
- Sexual abuse.
- Presenting a significant risk to the health and safety of other students or staff
- Persistent and malicious disruptive behaviour, including an open defiance or refusal to conform with agreed school policies on for example behaviour or dress code.

Persistent and malicious disruptive behaviour would include abusive and offensive language.

As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of school Exclusions Procedure.

Physical Intervention

As adults working with students, we have a duty to keep students safe. At times, this may include intervention to prevent them from hurting themselves or others. This also includes preventing a child from leaving the school building or site, where allowing them would put themselves or others at risk.

We recognise that all adults have the right to use reasonable force when other de-escalation strategies have failed. We provide Positive Handling training for key staff who may be called upon to deal with any incidents requiring the use of reasonable force.

Following any restrictive use of force, the parent /carer is informed. If the child is LAC, the LA will also be informed.

It is essential that following any physical intervention, that both the student and members of staff are provided with support. Immediately after the incident, both parties are given time to calm down.

All incidents, which result in a restrictive use of force taking place, are recorded on CPOMS. These records are monitored by SLT and used to inform Behaviour Risk Assessments, staff training and targeted support for the student as necessary.

Removal from the classroom

The school may decide to move students from the classroom for a limited period, at the instruction of a member of staff. At the teachers' discretion students may be sent to another classroom for reflection, in accordance with this policy. The school only moves students to these spaces where necessary in accordance with the staged approach in this policy or if a child chooses to have some time out to de-escalate and control their emotions. The school ensures that students' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a student spends away from the class is decided by the school. This could be for more than one school day. The school will ensure that the student is removed from the classroom for no longer than necessary. The staff member in charge and supervising the student will decide what the student may and may not do during their time spent removed from the classroom. In instances where students are removed from the classroom, the student's class teacher will set them appropriate work to complete. Once students are ready, consideration is given to what support is needed to help the student return to class and meet the expected standards of behaviour. Students are permitted to eat during the allocated times of the school day and may use the toilet as required.

Behaviour Outside of the School Premises

Students at the school must agree to represent the school in a positive manner. Staff can discipline students for misbehaviour outside of the school premises when the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.

- In any way identifiable as being a student at the school.

Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed 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 student 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 students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Monitoring and review

The Headteacher and SLT monitor the effectiveness of this policy on a regular basis. Staff receive individual and collective feedback (as appropriate) on behaviour management issues and trends. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

This policy will be reviewed on an annual basis; any necessary changes will be communicated to all members of staff. The school maintains accurate records using behaviour logs and CPOMS records of incidents of misbehaviour. SLT monitor behaviour incidents in order to identify issues or trends. These will include pupils whose names appear frequently on CPOMS. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or permanently. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.