



Turves Green Primary School

Behaviour & Relationship Policy

To be read in conjunction with these other policies and guidance:

- Safeguarding Policy
- Anti-Bullying Policy
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Equality Act 2010

Rights Respecting Schools' Article/s

Article 12: Every child has the right to express their views, feelings and wishes in matters that affect them, and have their views taken seriously.

Article 24: Every child has the right to education on well-being so children can stay healthy.

Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Aims and ethos

At Turves Green Primary School we recognise that children's behaviour is central to the learning process and is an intrinsic element of our education here. As a school, we recognise the importance of having clear values and shared beliefs among all staff which underpin expected standards of behaviour and quality of relationships. This is promoted through our school rules and our school values. All classrooms have their own class charter which is used to reinforce the school ethos.

We acknowledge the relationship between low levels of emotional literacy and challenging behaviour and understand that behaviour is a form of communication. We, therefore, believe in building and promoting positive relationships, promoting self-esteem, self-discipline and a responsibility to others. The behavioural environment is key, and we are constantly working to improve the context in which our children learn. We seek to develop emotional intelligence as a key to help our children become socially and educationally successful. Fundamental to our school's ethos is our commitment to supporting children to make the right choices and to encourage children to express their emotions appropriately, coaching children through times of difficulty when required. Without this crucial work, we believe that where challenging behaviour is a barrier to learning, outcomes for our children will be impacted negatively.

Bullying of any description will not be tolerated. Further details of how the school works to combat bullying can be found in the Anti-bullying Policy.

What the law says

The Head Teacher must set out measures in the behaviour policy which establish the standard of behaviour expected of pupils. These standards aim to:

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure that pupils complete assigned work.

The Head Teacher is responsible for determining the school standards of behaviour and any disciplinary penalties when standards are not met. The policy is made available to view on the school website and parents are signposted to this when it is reviewed.

Our rules

Our school rules are clear and simple and can be applied to all behaviour. At Turves Green Primary School we aim to promote positive attitudes and respect through our three rules:

Ready

- to learn (be attentive quickly, correct sitting position, with equipment, focused)
- to go outside (promptly, lined up nicely, coats on etc)
- to walk through school (quietly, orderly line, using stopping points)

Respectful

- to staff (following instructions, answering questions, using manners)
- to each other (taking turns, celebrating others success, using kind words)

- to everyone (everyone is welcome in our school)

Safe

- inside (we walk around school following the instructions of adults)
- outside (we make safe choices to ensure no one gets hurt)
- with school equipment (using it sensibly for the correct purpose)

Our aim is to promote positive attitudes, respect and ownership of behaviour.

Staff use the rules to highlight the behaviour they want to see around school. We ask children, “Are you ready, are you being respectful, are you being safe?” Expectations are reinforced through assemblies and the hidden curriculum, in the way staff interact around school and the way they talk to pupils. There is a high standard of behaviour expected of all pupils at all times.

Responsibilities of staff.

It is the responsibility of all adults in school to promote the school standards ensuring the good behaviour of all pupils, not just those in their own class or group. They must always follow the guidelines consistently and, whether the children are in the classroom, the playground, or moving around the school. Similarly, all adults in school must deal with any behaviour difficulties in the same way and must be treated with the same respect by pupils.

All staff are expected to:

- Manage behaviour effectively to ensure a good and safe learning environment;
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school;
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and consequences consistently and fairly;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils;
- Raise any concerns regarding pupils’ behaviour with the Behaviour Lead;
- Immediately contact a member of Senior Leadership Team (SLT) when there has been a serious behaviour concern;
- Contact parents/carers regarding a child in their care’s behaviour where necessary.

Monitoring and Reporting Behaviour

All staff are responsible for reporting incidents of challenging behaviour, including racist and homophobic incidents, bullying and use of bad language. E-safety concerns must also be reported. Behaviour must be recorded in a timely manner to ensure that the correct procedures are followed, and parents are notified if appropriate. Behaviour is recorded on the school’s electronic reporting system.

Parents are given regular reports of children’s behaviour including at the end of the day (or earlier if required), on Parents’ Evenings and via school reports.

Children are made aware that there are behaviour expectations both in and outside school and staff have a duty to uphold these.

Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse includes, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.

(Taken from KCSIE, 2025)

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school.

Examples of this may include the following:

- Continued bullying of a pupil outside of school;
- Cyberbullying outside of school;
- Inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform;
- Behaviour that poses a threat to another pupil or member of the public;
- Behaviour that could have repercussions for the orderly running of the school;
- Behaviour that could adversely affect the reputation of the school;

Parents/carers will:

- Encourage good behaviour and for their child to always be an ambassador of the school, in line with the Behaviour and Relationship Policy, by reinforcing school rules;

- Share any concerns they have regarding their child's education, welfare, behaviour and life at Turves Green Primary School with the pupil's class teacher, or a member of SLT;
- Support their child's independent learning;
- Support the school's decisions in relation to behavioural issues;
- Ensure good attendance and punctuality of their child, as well as reporting any absences.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where strategies relating to managing behaviour and creating relationships are discussed.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. For some children the transition arrangements need to be more specific. It may be that these children need more time to meet with the new teaching staff or require more in-depth information sharing. Pupils are supported with an enhanced transition by the pastoral team where required.

Behaviour management strategies used in school

Where poor behaviour occurs, we label the behaviour rather than the child.

Corporal punishment is illegal in all circumstances.

Where a child fails to follow the behaviour standards, teachers are responsible for implementing consistent and proportionate consequences. These consequences should be implemented under the following conditions:

- Decided by a paid member of school staff or a member of staff authorised by the Head Teacher;
- Made on school premises or while the child is under the charge of a member of staff;
- Ensure that the child continues to access their rights and is in accordance with the Equality Act 2010.

As a school, we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy and will consider whether a multi-agency approach is necessary.

Good management, careful planning and clear whole-school procedures provide a framework for promoting good behaviour but there does need to be some flexibility to manage unpredictable and unforeseen situations. There can never be a formulaic response, and staff should use their own professional judgement when dealing with each situation.

Good behaviour is rewarded by house points. Using praise and house points effectively can have a powerful effect on a child's motivation to work better and behave well. Praise should be given publicly – at Turves Green Primary School children who make good choices get attention. We celebrate effort, contribution to our learning, good manners and academic achievement. Stickers, certificates and praise are also used to reward positive behaviour.

*Children who have gone above and beyond the behaviour expectations will be nominated by teaching staff for **Hot Chocolate Friday**. SLT will pick one winner per class out of the nomination box during assembly to share a hot chocolate with.*

It is important that consequences are applied **consistently** and fairly by **all staff** and that the correct child or group of children receive the appropriate consequences. At Turves Green Primary School we use the following approaches;

- Quiet verbal / non-verbal reminders with take up time in between;
- Restorative conversation at next break time;
- Work taken to another room to be completed;
- Lunchtime reflection (children will be given reasonable time to eat, drink and use the toilet);
- Missed lunchtime with SLT;
- Loss of privileges e.g. football at lunchtime / after school clubs;
- Behaviour monitoring charts/books;
- Structured lunchtimes;
- Internal reflection time, fixed term suspensions or permanent exclusion.

Children should be given the time and support to reflect upon and rectify their behaviours before additional consequences are given.

Parents are kept informed of behaviours that fall below the school's expected standards in a timely and proportionate manner.

While consequences are used, we recognise that behaviour management is best promoted by positive behaviour reinforcement. We work carefully with a child experiencing difficulty, investing in their individual needs to find a solution.

Pastoral Provision

At Turves Green Primary School there is a designated pastoral room that pupils can access should they need additional support with regulation. This pastoral room represents connection, transition, and support. It signifies a safe space that bridges the gap between difficulties and emotional stability, or between home and school.

This provision is used for planned interventions, including emotion coaching and as a learning space for pupils if required. This is led by our Learning Mentor supported by pastoral and support staff.

At Turves Green Primary School we:

- **Use praise generously** with young pupils but are inclined to be more specific and direct with older Key Stage Two so that praise has a meaning and value;
- **Catch the child being good** and so deliberately look for good behaviour;
- **Give praise early**. Show approval early in the lesson so that the tone is set and then kept to, and so that typically well-behaved children are acknowledged;
- **Avoid actions that could spoil the effects of praise**. Sometimes it may be beneficial not to give a reprimand to a child, but to give praise to a child nearby who is working well;

- **Ensure that praise informs** by describing the behaviour you are praising. Non-verbal prompts may also be used to great effect;
- **Praise for effort and social acts as well as academic achievement;**
- **Use praise to communicate the message** “I know you can do it!”;
- **Relay** favourable remarks from other classes or adults;
- **Be genuine;**
- **Some praise may be in private** for a child who has reported a bully, or for a child who may become embarrassed.

▪ **DO NOT shout unless it is absolutely necessary (for the safety of all) and do not use sarcasm.**

Unstructured times

There are the same behaviour expectations during more unstructured times such as break and lunchtime. House points are awarded, and lunchtime shout-outs recorded.

Staff Development and Support

Behaviour expectation training forms part of the induction process for new staff. All staff participate in training at least annually to review and refine the policy and practice. Some staff will access additional support and training dependent on the stage of their career or the particular cohort of children they are working with.

Fixed Term Suspensions and Permanent Exclusions

In a more extreme case, the school may use a fixed term suspension or permanent exclusion. This is only used once all other channels and strategies have been exhausted. A smooth transition back into class or school is essential to ensure children feel a sense of belonging and connectedness after such periods.

Suspensions and exclusions at Turves Green Primary School are rare and will only be used after thorough investigation. The Headteacher and Governing Body implement the Birmingham Local Authority guidelines on fixed term suspensions and permanent exclusions.

In the event of any type of suspension, the Headteacher or another member of the SLT will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied. Fixed term suspensions can vary in length.

The Headteacher has the ability to permanently exclude a pupil who has behaved in a manner consistent with a serious incident, or persistent breaches of the school Behaviour and Relationships policy. Permanent exclusions will be considered by the Disciplinary Committee for authorisation.

Some pupils require more sensitive and differentiated approaches to behaviour support and reasonable adjustments will be considered and made as appropriate.

There are clear lines of communication between the Behaviour Lead, SENDCo, pastoral team and SLT to enable the correct support to be offered to those with additional safeguarding or special educational needs.

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of off-site directions and managed moves.
- Incidents of searching and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, pupils and other stakeholders (via anonymous surveys).

The data will be analysed regularly. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Searching, Screening and Confiscation DfE Guidance (2022)

School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them 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. Prohibited items are:

- knives or 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, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Where a person is searching without consent, two adults will be present. Where possible at least one of these adults will be of the same gender as the child. Parents will be informed. Police will be informed where the item confiscated causes an offence.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

DfE Guidance “Restrictive interventions, including use of reasonable force, in schools” (April 2026) p.6:

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others

2. committing a criminal offence

3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. We trust school leaders to make decisions on training based on their school's individual contexts and needs. When deciding what formal staff training is required, school leaders should ensure that the chosen training reflects the principles of this guidance.

A number of members of staff at Turves Green Primary School have undertaken Team Teach training in order to have the option to employ positive handling strategies safely when needed. Reasonable force may be used in the situations listed above. A record of restraint is completed in the Bound Book by the staff involved each time there is an incident and parents are informed.

Working with parents and outside agencies

A good partnership with parents is essential in supporting children in making positive behaviour choices. This partnership should be strongest with the child's class teacher. If behaviour begins to give cause for concern, a meeting will be scheduled between the parents, class teacher and a member SLT as soon as possible for a plan to be formed.

There are times when parents may feel that something has happened which is not in keeping with this policy. In these circumstances parents should arrange to speak to the teacher or a member of SLT (as appropriate) so the situation can be discussed, investigated and resolved.

A range of outside agencies may become involved in the case of children with more severe behaviour or medical problems. These include:

- Educational Psychologists;
- Forward Thinking Birmingham;
- Children's Services;
- Community Paediatricians;
- Attention Deficit and Hyperactivity Team;
- External behavioural support agencies.

Information shared with these agencies is subject to Data Protection Principles and all referrals made with the approval of parents.

DfE Guidance on malicious accusations from 'Dealing with Allegations of Abuse against Teachers and Other Staff.' (March 2012)

The school takes every opportunity to foster and maintain positive relationships between staff, pupils and parents. In the event of an accusation against a member of staff, there will be a thorough investigation involving the Police and social services where necessary. If a pupil is found to have made a malicious or false accusation against a member of staff, appropriate action will be taken which may result in a review of their place at school.

The Governing Body is responsible for the pastoral care of staff accused of misconduct.

E Young
March 2026

To be reviewed: March 2029