

Hoo St Werburgh
Primary School



Positive Relationship and Behaviour Policy

"This is how we do it here" - Paul Dix

Signatories:

Head of School	Mrs L Boffa	
Executive Head	Mrs E Poad	
Chair of Governors	Mrs A Costidell	

Members of Staff Responsible:

Mrs Boffa	Head of School	
Mrs L Banks	Head of Pastoral Services	

Review

Dated	May 2025
Next Review	Yearly- May 2026

Our school vision and values

We commit to inspiring every child in some way, however small. We model **British Values** along with the values of **courage**, **confidence**, **respect** and **belonging** in everything we do.

Purpose of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To positively reinforce behavioural norms.
- To promote community cohesion through improved relationships.
- To promote self-esteem and self-discipline.
- To encourage children to recognise that they can and should make 'good' choices.
- To encourage children to understand their emotions through use of specific language and methods to help them regulate them.
- To teach appropriate behaviour through positive interventions, relationships, and role modelling.

At Hoo St Werburgh Primary School, we develop behaviour norms by consistently using the following language (our school values) when discussing behaviour.

School Values

Empowering Minds, Embracing Hearts:

-Igniting **Courage**

-Encouraging **Confidence**

-Building **Respect**

Inspiring **Belonging**

Class Expectations

To ensure consistent expectations within all classrooms a set of class rules will be made in collaboration with the children, at the beginning of the school year. The class rules will be developed with age-appropriate language in line with the above 4 values. Once developed they will be clearly displayed and referred to regularly.

Playground Expectations

- To be kind with our words and actions
- To listen to others
- To engage with playground zones

Dining Hall Expectations

- To maintain a sensible noise level in the dinner hall
- To be well mannered
- To listen to others
- To tidy up after ourselves

Relentless Routines

These are areas of the school day we are working on relentlessly as a team – all staff and children should know the expectation, use the language, and address these behaviours all the time.

- **Wonderful Walking** – left hand side, single file and quiet
- **Legendary Line Ups**- forward facing, silent, personal space
- **Superb Sitting**- good posture, forward facing, voices off
- **Warm Welcomes** – children greeted by adult at classroom door each morning

All staff at Hoo St Werburgh Primary School commit to:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know the classes/ groups they work with well and develop positive relationships with all children

- Relentlessly work to build a culture of mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children (positive praise)
- Never walk past or ignore children who are failing to meet expectations

Always redirect children by referring to our values ‘-Igniting **Courage**, Encouraging **Confidence**, Building **Respect** and Inspiring **Belonging**’

Our children want school adults to

- listen to them and value their voice
- acknowledge the expected, or beyond behaviours
- set clear rules and expectations for all
- approach things the same way
- approach matters discreetly
- make them feel welcome at school

Class Adults

A child’s class adults are the most important people to support a child achieving good learning behaviour due to their positive relationship, regular interaction, and knowledge of the child. Therefore, they should be central to any discussions/ plans that relate to supporting their children in their class.

They also will:

- model positive behaviours and build relationships
- take time to welcome learners at the start of the day and after lunch- meet and greet
- plan lessons that engage, challenge, and meet the needs of all learners
- encourage and monitor positive behaviour awards such as recognition boards
- be calm and give ‘take up time’ when going through the steps
- approach negative behaviour in a discreet manner to avoid humiliation
- use prevent before consequence
- follow up every time, retain ownership and engage in reflective dialogue with learners
- be the main contact point between school and parents

- monitor and share with SLT concerns regarding repeat or specific negative behaviours
- regularly celebrate staff and learners whose efforts go beyond expectations through praise, awards, recognition point, positive parent communication and other relevant positive recognitions

Phase Leaders

Phase leaders stand alongside colleagues to support, guide, model and show a unified consistency to our children.

They also will:

- be a visible presence in the phase to encourage appropriate conduct
- support staff in returning learners to learning by sitting in on restorative meetings
- approach negative behaviour in a discreet manner to avoid humiliation
- regularly celebrate staff and learners whose efforts go beyond expectations through praise and other relevant positive recognitions
- encourage use of positive parent communication
- ensure staff training needs are identified and targeted with support from SLT
- monitor behaviour across their phase providing support/ guidance where needed

SLT & Behaviour Lead – Senior leaders are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

They also will:

- set and model positive behaviours and the general culture of the school
- meet and greet learners at the beginning of the day
- approach negative behaviour in a discreet manner to avoid humiliation
- be a visible presence around the site and especially at changeover time
- celebrate staff, leaders, and learners whose effort goes beyond expectations
- regularly share good practice and lead/ organise impactful CPD
- support Phase Leaders and class teachers in managing learners with more complex behaviours
- use behaviour data to target and assess school wide behaviour policy and practice

- regularly review provision for learners who fall beyond the range of written policies

The Head of School has the right to impose the ultimate sanction of exclusion in accordance with current legislation. It is understood by all stakeholders that exclusion will be used as a last resort and only in serious circumstances. In the instance that exclusion is deemed appropriate the Head of School will follow Trust policies alongside Medway policy and guidance.

Parents and Carers

We know managing behaviour in school is more likely to be effective if schools can work with parents as genuine partners in the education process. By building relationships with our families, we expect parents and carers to support the school in the implementation of this policy, its beliefs, and expectations. Parents will be informed about school procedures for acknowledging appropriate behaviour and actions for inappropriate behaviour via the school prospectus when their child starts school, through this policy and continuous communication with class teachers. The details in this policy clearly define the principles and main systems that could be used. Parents are encouraged to approach staff when needed in the correct way. First, their child's class teacher, then Phase Leader, then SLT or Head of School at any time if they are concerned about social difficulties or behavioural issues. The school will inform parents of serious incidents as they occur.

Positive Recognition

At Hoo St Werburgh Primary School we believe that praise and positive recognition is key to promoting a culture of good behaviour and attitudes. We use a variety of techniques to promote expected behaviour. For consistency here are some of the key techniques that can be used to promote expected behaviour:

Verbal/written praise - Where possible this should be specific and make it clear why it has been given.

Recognition Boards – These are used throughout the school to support children in achieving expected behaviour. We use the recognition boards to catch children demonstrating the right learning persistently and relentlessly. We encourage children to nominate their peers to be put on the board. This form of praise helps to promote collaborative responsibility and

highlight the importance of teamwork. Our recognition boards focus on the efforts of our learners rather than the achievement. When everyone has their name on the board a collective celebration used to make the achievement.

Above and beyond behaviour

At Hoo St Werburgh Primary School we wish to promote, acknowledge, and reward where pupils go over and above as we feel this attitude will best support them in the future. To reward children who show above and beyond behaviour we again use a variety of techniques.

What do we expect when children make a mistake?

We wish to develop self-discipline and problem solving so to support this we have three expectations for when pupils make a mistake. For children to have the best opportunity to be successful it is vital for home and school to work together.

1. **Own their behaviour** – Children need to see their role, and what they have chosen to do in a negative behaviour situation – others may have played a part but children should reflect and be honest about their role/ actions.
2. **Understand cause and effect** – It is paramount that children understand that the choice and actions they make have a consequence, these can be positive such as rewards and achievement or negative such as sanctions.
3. **Make a change** – Once children have made a mistake, we want children to be proactive and make a change to their behaviour. This could be how they deal with similar situations or emotions.

The 5-step support

It is vital that the member of staff who starts the 5-step support should also be present for the restorative conversation to ensure that the relationships and respect can be maintained. Consequences should not replace/remove a positive recognition – where a child has earned praise or another form of positive recognition for positive behaviour, they should not lose this as a consequence for a separate behaviour e.g. lose a sticker of a chart that was already earned.

Before 5-step support begins staff will use redirection techniques such as; readjusting seating, non-verbal clues, emphasise children's choice and encourage them to re-engage etc. It is the aim that learners will be kept at stage 1 or 2 for as long as possible.

	Steps	Action
1	Reminder	A reminder of the 4 simple values or the 3-step routine (wonderful walking etc) delivered privately, where possible. If adjustments are made then take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their poor choice. At this stage outline the next stage (see below).
3	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a right choice and refer to previous example of good behaviour. Outline the need for reflection, and what that looks like, if this behaviour continues. <i>At this stage, an automatic 3 minute is deducted from next out of learning opportunity- playtime or lunchtime. Class adult to undertake a quick restorative chat during this time to prevent repeating behaviours.</i>
4	Reflection/ consequence	A short time (5 minutes maximum) for the child to calm down, breathe, look at the situation and compose themselves Examples of reflection- - change position in class/hall etc - short time in a calming space/ outside the classroom/ alternative space in the classroom - short time with another member of staff/SLT - short time away at the side of the playground or in reflection zone - short time to the side of PE session When the child re engages from reflection it is vital that they are greeted with a 'fresh start.'

5	Repair- Restorative Conversation	This might be a quick restorative conversation or a more formal meeting (another adult supporting) depending on the severity of behaviour. This restorative conversation may lead to some further consequence, some examples- - change of seating arrangement in class - reduced or altered playtime/lunchtime - checking in regularly with another member of staff - strategies put in place to support learners needs - meeting with parents/carers - Behaviour Support Plan The class adults will agree the appropriate next steps with the child during the restorative conversation to ensure the relationship and respect is protected.
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For the 5-step support to be most effective all staff will value the importance of time for up take between each step to give the children the opportunity to adjust behaviour.

Break times and Lunchtimes – Expectations for good behaviour will be maintained during break times and lunchtimes. The steps to sanctions during this period are the same, however some of the sanctions may vary. With engaging activities and good vigilance, redirection should remain the most common method for avoiding behaviour incidences.

Steps 1 – 3 remain the same

4	Reflection	A short time for the child to calm down, breathe, look at the situation and compose themselves Examples of reflection- - short time with MDMS
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		- visit the reflection zone- children can be asked or encouraged to take themselves there - if behaviour is severe then time with member of SLT. When the child re engages from reflection it is vital that they are greeted with a 'fresh start.'
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Particularly good behaviour will be rewarded with mascot stickers, positive conversations with class adults. Lunchtime supervisors can nominate children for a character certificate in celebration assembly too.

Any unresolved matters, or serious incidents will be communicated with class adults during 5-minute calming down time.

Bullying, sexual abuse and discrimination

Hoo St Werburgh Primary School does not tolerate bullying in any form. We are committed to providing a caring, safe, and friendly environment for everyone. Bullying incidents are

exceedingly rare, due to an incredibly positive ethos in the school and the high level of care and support. We encourage our pupils to be kind, to develop respect for each other with a great emphasis on encouraging pupils to work and play together co-operatively. We are enormously proud of the way in which our pupils care for each other and during out of school visits our pupils are frequently complimented on their behaviour. Parents and families have an important part to play in helping to deal with bullying. If you are worried that your child is bullying or being bullied in school, please contact the school immediately, so that any incident can be dealt with swiftly. All incidents of bullying are investigated, followed through and reported to the LA and DFE. Relevant policy and procedures can be found in the separate Anti-Bullying Policy.

At Hoo we prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse 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. Discipline 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.

Educating our children around bullying- a proactive approach

At Hoo we use the STOP slogan to help children understand what bullying is and how to respond. The acronym STOP stands for Several Times On Purpose and Start Telling Other People.

Several	Start
Times	Telling
On	Other
Purpose	People

This gives all members of our school community clear guidance on what constitutes an act of bullying. This means that an isolated incident would not be deemed to be an act of bullying but

would still be investigated and dealt with by an appropriate member of staff. We encourage all children to 'Start Telling Other People' if they feel they are being bullied. These messages are constantly reinforced in the school through assemblies and class discussions.

Recording of behaviour incidents

To help to recognise trends in behaviours across the school, or action intervention, we use IRIS to log any serious incidents. For low level behaviours, class adults use charts which will then be reviewed to help to identify common triggers for behaviour.

Debrief- In the rare event of an incident resulting in a member of staff being physically harmed a debrief will be undertaken with a member of SLT. We commit to the wellbeing of our staff and believe that by unpicking the situation and assessing any physical, or emotional harm we can ensure appropriate support.

Termly Behaviour reports are compiled, analysed and shared with SLT, the Trust and Governors. The analysis then informs CPD need, review of Behaviour Policy and what is working well.

The Behaviour Policy document will be reviewed annually by the Behaviour Team, Senior Leadership Team and School Governors.

Behaviour outside of school premises

Hoo St Werburgh Primary School has high expectations of pupil conduct outside the school boundaries, including online conduct.

Pupils are expected to act in a manner that is respectful and responsible. Pupil's behaviour outside the school should reflect the virtues and expectations of the school. The school policy follows advice from the Department of Education document, [Behaviour in schools. Advice for headteachers and school staff, September 2022](#) to ensure appropriate sanctions are applied in keeping with section **92, 94** and **95**, pg 26.

92. Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

94. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when travelling to or from school
- when taking part in any school-organised or school-related activity
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

95. The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Banned items in school

Hoo St Werburgh Primary School recognise there are a broad range of items which if brought into school by pupils, could compromise the health and safety of themselves, other pupils, staff or visitors.

Prohibited items as identified by the DfE, 2014 are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes 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).

Searches on banned items

Following guidance from the DfE's [Searching, Screening and Confiscation Advice for schools, 2022](#)

We have a duty to ensure school staff and pupils feel safe and secure in their environment. Headteachers and staff that are authorised have the power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above or any other we have identified.