

# Harold Wood Primary School



## RELATIONSHIPS & BEHAVIOUR POLICY

| Date Completed and<br>by whom | Date to be reviewed in<br>the future |
|-------------------------------|--------------------------------------|
| September 2025<br>Stuart Fryd | September 2026                       |

### **What we Expect from Children and Staff:**

To follow our REACH values: Respect, Equality, Achievement, Curiosity and to make Healthy choices.

### **What can we Expect of Staff:**

1. To keep children safe
2. To listen to them and to hear their point of view
3. To be polite and to address them in an appropriate tone of voice
4. To be fair and consistent and work in a restorative manner
5. To ensure their environment is safe and stimulating
6. To talk with children about things that have gone wrong and support them
7. Create a positive learning environment
8. To treat the children as individuals and to take an interest in their lives.
9. To see each moment as a potential fresh start.

### **What the School Expects of Parents and Carers**

1. We expect parents and carers to support staff, as staff encourage children to follow the school rules and values.
2. Parents and carers to follow the REACH values and show respect to everyone in the school community.
3. Parents and carers to ensure that their children arrive at school on time, wearing the correct uniform and with the correct equipment, i.e. reading book, PE kit, swimming kit etc.
4. Parents and carers to engage with the school, especially with respect to children's safeguarding and learning.
5. Parents and carers to communicate with the school when necessary and to keep the school informed of any changes in contact details.

### **Behaviour Management out of School**

As a school, we may get reports of children behaviour falling below the standard we would expect in school. This could be whilst the child is wearing Harold Wood Primary School uniform, or in their own attire. Depending on the nature of the incident, this could result in communication with the parent/carer, speaking to the child in school about the incident, apologising on behalf of the school etc. Depending on the nature of the incident, the school may recommend that the police, not the school, are the best placed to follow-up.

### **Cyberbullying**

At Harold Wood Primary School, cyberbullying is recognised as a serious form of bullying that can take place through digital technologies such as mobile phones, social media, messaging platforms, and online games. In line with Department for Education guidance, our school treats cyberbullying with the same level of concern as face-to-face bullying. All members of our school community: pupils, staff, and parents/carers, have the right to learn and work in an environment free from harassment and intimidation. Derogatory or harmful comments posted online during school time are dealt with in the same way that

we deal with face-to-face bullying. If the bullying occurs online/phone outside of school, we will inform parents/carers of what has happened and speak to the children involved to try to resolve any issues. We advise any parents/carers of children who have been a victim of cyber-bullying that has occurred to contact the police if they feel it is serious enough.

Our approach is rooted in prevention, education, and support. Children are taught how to use technology safely and responsibly, with regular lessons on digital citizenship and online respect. Parents and carers are encouraged to engage with the school on this issue, and we provide guidance on how they can support their children's safe use of social media. Where necessary, sanctions will be applied, and support offered to both the victim and the perpetrator to ensure lasting change. We also emphasise that bullying of staff via digital platforms is unacceptable and will be treated with equal seriousness.

By fostering a culture of respect, responsibility, and open communication, we aim to create a safe online and offline environment where children can thrive.

### **Prejudice-based & Discriminatory Bullying**

Prejudice-based and discriminatory bullying is bullying that targets an individual or group because of a protected characteristic or perceived difference, such as race, religion, gender, sexual orientation, disability, or socio-economic background.

In line with the Equality Act 2010 and Department for Education guidance, our school has a duty to prevent discrimination, harassment, and victimisation within the school community. We make clear that any behaviour which demeans or excludes others on the basis of difference is unacceptable and will be addressed promptly.

Our approach is rooted in education, prevention, and accountability. Children are taught to value diversity and respect differences through our REACH values, our curriculum and assemblies, and staff receive training to recognise and challenge discriminatory language or behaviour. All incidents of prejudice-based bullying will be recorded, investigated, and acted upon. Support will be provided to those affected, and appropriate sanctions applied to those responsible. We also emphasise that discriminatory bullying of staff is equally unacceptable and will be treated with seriousness.

By fostering a culture of inclusion, respect, and equality, we aim to ensure that every child and adult in our school feels safe, valued, and able to thrive.

### **Harmful Sexual Behaviours**

Harmful sexual behaviours are recognised as behaviours expressed by children and young people that are developmentally inappropriate, abusive, or exploitative. These may occur both in person and online, and can include sexualised language or gestures, unwanted touching, or sharing of inappropriate images. In line with statutory safeguarding guidance (*Keeping Children Safe in Education*) and the school's duty under the Children Act 1989, our school treats all concerns about harmful sexual behaviour with the utmost seriousness. We make clear that such behaviours are unacceptable, will not be tolerated,

and will be addressed promptly to protect the safety and wellbeing of all children and staff.

Our approach is rooted in prevention, education, and safeguarding. Pupils are taught about healthy relationships, respect, and consent through our curriculum and age-appropriate PSHE lessons. Staff are trained to recognise early signs of harmful sexual behaviour and to respond appropriately, ensuring that incidents are recorded, investigated, and managed in line with our safeguarding procedures. Support will be offered to both the child displaying the behaviour and the child affected, recognising that intervention must be proportionate and sensitive. Where necessary, external agencies such as children's social care or the police will be involved.

### **Bullying**

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child will attend a restorative meeting and agree a way to repair the situation. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents or guardian and seek an appointment in order to discuss the events, with a view to improving the situation. At this stage either a member of the Senior Leadership Team or Head teacher may be involved.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see the school's AntiBullying Charter).

### Definition:

“Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt”.

Using this definition, any of the following could be bullying if they are carried out repeatedly:

- Name calling - verbal or through social media
- Exclusion from games
- Hitting a child 'for just being there'
- Staring as a means to deliberately intimidate or cause upset
- Teasing another child's family or culture
- Making fun of their work
- Making threats

A restorative approach will take place in the first instance. Repeated incidents will result in further sanctions and possible exclusion.

If you are worried about Bullying, please talk with a class teacher or another member of staff. Staff cannot deal with situations if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

Where necessary the school will use the Restorative Approach to Behaviour Management as part of the 'Repair' step. A restorative conversation will be facilitated by a trained member of staff using the key questions to guide the conversation:

- What happened?
- What were you thinking about?
- What were you feeling?
- Has anyone else been upset by this?
- How are you left feeling now?
- What do you need now?

### **External Intervention**

It is our priority to enable every pupil to access the opportunities that are presented to them on a daily basis by supporting their personal behaviour development. As a result, if a pupil frequently reaches the higher stages of the outlined discipline hierarchy, the class teacher gives consideration as to whether it is necessary to write an Individual Plan, [which could include a Consistent Management Plan or a Behaviour Book], which outlines clearly the strategies that will be put into place in order to support a child to improve their behaviour and make the right choices. This is implemented in consultation with the team of adults working around the child, which will always include a member of Senior Staff. Where necessary this will include a 'Team Around the Family' meeting to ensure all staff are clear and consistent when supporting the child.

### **Further Sanctions**

Very serious offences will lead to a referral to the Headteacher or DHTs immediately, for example:

- Deliberate damage to property
- fighting
- Leaving the classroom/school without permission
- Physical and/or verbal abuse including racist, homophobic or sexist remarks
- Deliberate and continual defiance

In addition, the class teacher can seek the involvement of the Headteacher or DHTs and further sanctions may be imposed, such as:

- Ask parents to escort children to and from the premises before and after school, on safety grounds.
- Fixed exclusion which could be internal or external.
- Indefinite exclusion.

- Permanent exclusion.
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

If a pupil refuses to leave the classroom once they have been asked to leave or if immediate help is required, then a Senior Member of Staff will be contacted.

### **Rewards**

Praise

Dojos

Well Done Cards

Recognition by the SLT - receive special sticker or card

End of Term Year Group Reward for staying on the Sun

Lunchtime raffle tickets issued for children showing the REACH values

### Use of Reasonable Force

(See Appendix 1 – Positive Handling) The ethos of the school is that control of pupils is based upon good personal/ professional relationships between staff and pupils. Restraint and positive handling should only be used as a last resort.

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Teachers and other named non-teaching staff have also been authorised by the Head Teacher, to use positive handling strategies from 'Team – Teach' and attended the certificated course run by the Behaviour Support Service.

All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded on the online Restraint form and scanned and saved on the secure drive. The forms state:

- The name of the pupils involved
- The date and time reasonable force was used
- Why reasonable force was necessary
- How restraint was carried out
- Who restrained the child
- How long the restraint lasted
- Who was present during the period of restraint
- Any marks noted on the child as a result of the incident and how they occurred

- Action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident

The pupil's parent/carer will be informed when it has been necessary to use reasonable force to control or restrain a pupil.

### Searching Children

Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items; or if the health and safety of others is compromised.

Date Reviewed: Autumn 2025 Review

Date: Autumn 2026

Signed: ..... Chair of Governors Date: .....

Signed: ..... Headteacher Date: ..... Appendix 1

### POSITIVE HANDLING

At Harold Wood Primary School physical intervention will only be carried out by a member of staff who has received the necessary, relevant and appropriate training in positive handling or as part of a recognised Individual Behaviour Plan. The exception is if the action is required immediately in order to prevent the pupil from seriously harming themselves or another person and there is no other appropriate member of staff nearby or when no other reasonable non-physical interventions have succeeded in distracting the pupil.

In exceptional cases where positive attempts to address the pupils' behavioural concerns do not lead to an improvement in the situation, a meeting will be called by the member of Senior Staff. This will involve the pupil, their parents and, where available and appropriate, a member of the Behaviour Support Service or Educational Psychologist.

The purpose of the Early Intervention Meeting is to:

- Outline clearly the nature and extent of the child's behavioural difficulties and how it is affecting the child and their life and the life of others at school.
- Try to identify the circumstances that might be causing the challenging behaviour.
- Agree any actions that may be required by those present at the meeting to improve the child's behaviour.

- Agree timescale for application and review.
- Make clear the consequences if the child's behaviour does not improve.

When all these steps have been taken, and if the pupils' behaviour has not improved, or when the offence is deemed to be highly offensive, then it may be necessary to consider:

- Internal exclusion – removal from class for a fixed period of time.
- Exclusion from school for a fixed period of time.
- Permanent exclusion.

If the above actions are deemed to be appropriate, then all procedures as outlined within National and Local Authority Exclusion Guidance will be carefully followed.

### Suspension

Suspension from school will only be used as a final resort when the behaviour is extreme. Only in very extreme circumstances will children be sent home at lunchtime or excluded from school for a fixed period of time. It may be that a child instead is subject to an internal Suspension.

Instances of when suspension may be necessary include:

- Use of repeated foul and abusive language towards another child or adult
- Serious physical aggression or violence towards another child or adult
- Persistent refusal to cooperate, resulting in disruption to the learning and/or well-being of other children
- Leaving the school premises without permission, posing a safety risk to the child concerned and potentially to other children
- Intentional damage of school property

Should suspension become necessary on a regular basis the school will contact the Area Education Officer and seek active support from the BSS (Behaviour Support Service), if this has not already been undertaken.

- Internal Suspension – whereby the child is in school but works away from the rest of the class, staying in at both break and lunchtimes.
- Suspension from school for a fixed term period
- Permanent exclusion. The Governing Body will be part of this process.

The length of fixed-term suspension will directly relate to the severity of the behaviour. In all cases of exclusion, the Chair of Governors will be informed, and governors will receive a termly report on the number and nature of exclusions.

The decision to permanently exclude will only be made when all other available resources and strategies have been exhausted, and it is clear that this step would be in the best interests of the child and of other children in school.

If all these steps have been taken and the pupil's behaviour has not improved, then it will be necessary to consider the next step on the disciplinary hierarchy:

When the child returns to school, the parent and child must attend a reintegration meeting with the Headteacher / Deputy Headteacher before he / she returns to class. If a child's behaviour is leading to a class or group being continually disrupted, then they will need to work away from this class / group. This could involve the child working independently from the class before a phased approach to return them back to the class room setting. The child will be supervised by an adult.

As a school, we are extremely reluctant to permanently exclude children but, if all other strategies fail, exclusion would be considered, after full consultation with all parties, following procedures outlined by London Borough of Havering.

In conclusion, the policy can be summed up as:

1. Reward positives rather than draw attention to negative behaviour.
2. Where negative behaviours occur:
  - a) Discuss with child/ children.
  - b) Sanctions at this point can be agreed by adult and child.
3. If undesirable behaviours continue see following guide, it is important that the child is aware at all times of the seriousness of their actions and consequences.

#### PHYSICAL INTERVENTION

The ethos of the school is that discipline and control of pupils should be based on positive personal and professional relationships between the staff and pupils. However, we also recognise that on some occasions there is a need for physical intervention as outlined within Section 93 of the Education and Inspections Act 2006.

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- (a) Committing any offence
- (b) Injuring themselves or others

Or

- (c) Damaging property (including their own) or prejudicing the maintenance of good order and discipline at the school.

The staff to which this power applies as defined in section 95 of the Act are:

- (a) Any member of staff who works at the school, and
- (b) Any adult whom the Head has authorised to have control or charge of the pupils in, or outside the school (eg. Trips.)

#### RECORDING AND REPORTING INCIDENTS

All staff are required by the school to keep records of incidents where an investigation of the behaviour including online behaviour has been required or undertaken. The purpose of the recording is to ensure that school policies and procedures are followed, to inform parents, to inform future planning as part of school improvement purposes, to prevent misunderstanding or, misinterpretation of the incident and to provide a record for future enquiry or intervention strategies. Children should not be asked to sign the written incident form.