



Cranford Primary School
Berkeley Avenue
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Positive Relationships Policy (DRAFT)

Date: Autumn 2026

Review Date: Autumn 2027 (or sooner if
changes to the law or practice)

Approval Level: Governors (to be ratified)

Positive Relationships Policy

Background

Cranford Primary school is committed to building and maintaining positive relationships. We strive to utilise positive relationships to maintain high standards of behaviour which creates a safe environment in which all pupils can achieve their full potential. By prioritising building strong relationships as an important focus within the school, staff are able to teach self- discipline and self- control. This echoes our school ethos and values which stem from 'learning hand in hand'. The school uses the Jigsaw programme and a trauma informed restorative behaviour approach to support pupils to manage their behaviour.

This policy does not exist in isolation and links with our school policies on Teaching and Learning, Attendance and Safeguarding.

Legislation and statutory requirements

- This policy is based on legislation and advice from the Department for Education (DfE) on:
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Statement

We aim to create an environment in which children feel happy, secure and confident and in which children are able to learn and to cooperate. Our aim is that each child develops a positive self-image. We encourage pupils to become self-aware of their own rights and the rights of others to ensure pupils are well informed citizens of the local and wider community. We expect the children and adults in the school to show that they value and respect each other as individuals. Any behaviour, including racist harassment, sexist behaviour and cyber-bullying that undervalues or offends is unacceptable. All forms of child-on child abuse will not be tolerated. Any form of bullying or behaviour that undermines the confidence and self-image of a child or adult is unacceptable. Bullying may also restrict children's potential to achieve in school. For these reasons, the eradication of bullying is a priority in this school and we have outlined procedures to deal with such incidents within this policy.

The headteacher is responsible for reviewing this policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1).

We aim to create an inclusive ethos where the staff enable all children to benefit from the teaching and learning environment, whatever the level of their need. We aim to achieve high standards of behaviour by promoting and reinforcing positive behaviour. Everyone at Cranford Primary School is committed to providing a caring, healthy, friendly and safe environment for all. Children are encouraged to think independently and to take responsibility for their actions. Our most important task is to educate and to care for the children at our school and to work in partnership with parents to ensure that children develop independence, self-discipline and the ability to act responsibly.

Our behaviour policy is based on children understanding that our entire school community has **Rights, Rules and Responsibilities**.

Pupils have the following **Rights**, which stem from the UNCRC:

- **To feel safe**
- **To learn**
- **To be given respect and fair treatment**

At Cranford Primary School, we believe that every child should take **Responsibility** for their actions and behaviour and follow the school **Rules**.

These three Rs: Rights, Rules and Responsibilities should work together to create a caring community within our school.

Our school **Rules** result in everyone striving to be:

- **careful and kind**
- **polite and friendly**
- **helpful to each other**
- **hardworking**

Roles and responsibilities

All staff have the responsibility to support behaviour across the school and to work towards building positive relationships with all pupils.

The role of teachers:

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all.
- ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability.
- arrive in class in time.
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.
- inform parents about expected behaviour and seek their support.
- avoid use of confrontational language
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding.
- ensure all adults working with children with SEND are informed of individual challenges and strategies.
- organise the classroom in a way that encourages successful learning by giving attention to:
 - space for working and movement.
 - seating arrangements
 - access to materials and equipment
 - noise levels
 - routines
- plan activities appropriate to the ability, maturity and special educational needs of the children.
- be aware of safety issues when planning activities.
- establish procedures for giving directions about tasks.
- teach children about behaviour skills.
- plan and respond to individual needs to learn behaviour skills and self-regulation.
- provide opportunities for children to develop different kinds of relationships with one another.
- allow children to express their views and feelings and seek to extend their understanding of relationships through the PHSE curriculum.
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
- liaise with external agencies, support teachers, mid-day staff, parents and the headteacher as necessary to support and guide the interests of the child.
- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

The role of the Senior leadership team:

- support staff with behaviour concerns and behaviour management in line with the school positive relationships policy
- discuss behaviour concerns with parents where appropriate
- work with pupils to develop a good understanding of why certain behaviours are not acceptable and support with reflection discussions
- promote good behaviour
- lead training sessions for new members of staff to ensure they understand behaviour management expectations and the importance of developing positive relationships with pupils

The role of parents and carers:

- the school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. 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 Head Teacher. If their concern remains, they should contact the Chair of Governors
- inform the school of any medical or social circumstance that might affect the behaviour of their child.
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.
- inform the school of any concerns about their own child's behaviour.
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- support and cooperate with the school in implementing the behaviour policy.
- respect the staff of the school and value their professional opinions.
- promote positive attitudes towards school.
- provide a good example of behaviour.

The role of Governors

- responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- the head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues.
- be involved in the development of the policy in accordance with the stated aims of the school.
- be informed about the successes of the policy in maintaining high standards of behaviour.
- ensure that the school has a behaviour and discipline policy.
- support staff in implementing the policy.
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives.
- report on the effectiveness of the policy to parents
- provide opportunities for dialogue with children, staff and parents.

Code of good behaviour

In order to ensure that the correct social and learning environment is provided in school, it is essential that children understand and keep to the following codes of behaviour, all of which are of equal importance:

- To arrive punctually at times specified by the school, and to attend regularly. It puts your child at a disadvantage if he/she is late and disrupts the rest of the class.
- To work hard at whatever he or she is asked to do at all times, and take pride in his/her own and others' achievements.
- To be sensitive and caring towards others.
- To respect and co-operate with every other member of the school.
- To respect school property and other children's work and belongings.
- To be polite to all adults working in the school at all times and not to answer back.
- To do as he or she is asked by members of staff.
- To ask staff for help rather than resort to physical or verbal violence.
- To take pride in their appearance and wear the correct uniform.
- To move around the school in an orderly and safe manner.
- To be polite and helpful to all parents and visitors to the school.

Classroom Rules

Establishing an environment which values and helps to develop wanted behaviour will also help to eliminate unwanted behaviour. To encourage appropriate behaviour, children and teachers, discuss and review the agreed classroom rules at the beginning of the school year. All classes follow the 3 R's Rights System and develop a class contract with specific rules at the beginning of the year.

Teachers/ staff use the emoji chart during lessons to share praise and reminders about expectations of behaviour during the lesson.

There is also an e-safety policy and e-safety theme addressed through our assemblies which teaches children how to be safe online and how to use computers responsibly.

Expectations

There are a range of things that the school does to encourage positive relationships.

We hold regular assemblies to discuss and promote key values such as mutual respect, self-discipline, and consideration for others. Themes such as honesty, fairness, and politeness are also explored. These core principles are embedded within the school's PSHE curriculum, which follows the Jigsaw programme. In addition, we actively teach Spiritual, Moral, Social, and Cultural (SMSC) development through our 'Understanding Me, Understanding You' sessions. These sessions include the use of weekly quotes to prompt meaningful discussion, as well as tailored activities designed to support both whole-school priorities and specific class-based needs.

Staff consistently model expected and appropriate behaviour when managing conflict, frustration, and anger. Social skills are explicitly taught each week through the Jigsaw programme and our 'Understanding Me, Understanding You' sessions. Pupils are regularly acknowledged and praised when they are seen demonstrating these skills in everyday school life.

Staff meetings are used to share information and concerns regarding children with particular needs. Issues are also highlighted at Progress meetings. Lunchtime procedures are made explicit and reviewed regularly in line with the whole school approach (See SMSA lunchtime guidelines). Any issues with drugs or substances are reported to the Headteacher immediately.

Staff ensure that the physical environment and the planned curriculum meets the needs of the children and promotes opportunities for independent learning and decision making. We regularly train SMSAs and select children as "playground monitors" and "sports leaders" who can then demonstrate new games to others.

Staff incorporate within the timetable, opportunities for the use of music, brain breaks, relaxation techniques, which help the children to learn to control their actions/emotions. This is done as and when needed.

Classes abide by an agreed set of school rights and the class contract and routines are practised and consistently maintained. Each week Merit certificates are presented to children who have behaved appropriately or have tried particularly hard.

Staff talk to children about acceptable use of IT, including intentional or unintentional cyber-bullying.

Good behaviour is noticed and commented on and privileges and tangible rewards are also used, when appropriate, for additional reinforcement. Rewards may include:

- Class dojo points
- raffle tickets at lunchtime with a prize draw every week
- smiley faces
- 'well done' merit certificates
- comments written/drawn on work
- showing work in 'sharing' assembly
- letters home
- praise calls from the class teacher/ HT
- showing work to previous teacher
- verbal praise to child – including to other children/adults/teachers/parents
- lining up first
- chosen to be VIP e.g. milk/register/cleaning whiteboard duties
- choosing song/game/story
- House tokens across the school and table points in classes

- taking teacher's role e.g. leading activities/initiating game

Inappropriate behaviour is addressed by **all staff** in the least intrusive manner possible in the circumstance e.g. proximity praise rather than direct criticism. **We are careful to label the behaviour and not the child.**

Preparing pupils for 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.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Sanctions

Purposes

- To increase awareness of what is not acceptable behaviour.
- To clarify boundaries.
- To be seen by other children to be dealing with difficulty.
- To enforce code of conduct.
- To provide a future deterrent.

Sanctions are applied based on a clear understanding of the individual child; we do not implement 'blanket' punishments for specific behaviours. All incidents are monitored and followed up appropriately by the Headteacher, Deputy Headteacher, other senior leaders, or class teachers. In most cases of misbehaviour, the following graduated steps will be followed:

- Clear reminders following a 3 warning system
 - o First warning- Clear reminder of expectations
 - o Second warning- Reminder shared again and explanation of consequences
 - o Third warning and time out- Thinking time in the classroom and discussion with class teacher. (Parents will be informed of a timeout)
- If a pupil continues to misbehave, they will be asked to see the Year group leader or Phase leader to discuss any further incidents. (Parents will be informed of any discussion with the YGL/PL)
- Any major behaviour incidents will be discussed with a member of SLT and parents will be invited for a meeting.

Other sanctions may include:

- Putting a child on report after discussions with a parent.
- Loss of privileges.
- Counselling.
- Formal detention.
- Writing apologies.
- Notification to parents.
- Managed moves.
- Internal exclusion/ **removal from class**
- Exclusion.

Removal from class

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive

- Maintain the safety of all pupils

- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior member of staff, and will be removed for a suitable period of time.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants

- Long-term behaviour plans

- Multi-agency assessment and support

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Behaviour Watch

Behaviour Watch is used to log children's behaviour – both good and bad. In most cases, behaviour can be dealt with in school as part of learning social skills. However, if negative behaviour becomes an issue we will, of course, involve parents.

Positives

House tokens

Teachers award house tokens for effort when completing work and for progress in learning. There are 4 house groups which children belong to: Fire, Water, Earth and Air. At the end of each half term, tokens are counted and the group with the most tokens is provided with a treat. School parliament will work with staff to decide on treats and how we can celebrate House achievements at CPS.

Celebration assembly

Individuals are awarded merits certificates weekly which are recorded on Behaviour Watch and presented in assemblies each week.

Inappropriate behaviour

Behaviour Watch logs two levels of inappropriate behaviour as outlined below:

	Level 1	Level 2
	• Speaking out of turn in playground –rudeness • Noisy in hall • Breaking corridor rules • Equipment used inappropriately • Talking during assembly • Interrupting teacher • Preventing others from working • Uniform • Not complying with instructions	• Hurting another child • Being rude to a teacher • Swearing
	- 1 x in a week - class teacher logs - 2 x in a week - year group leader informed /teacher speaks to child - 3 x in a week – parent informed and a meeting set up to agree targets for improvement	- 1 x a week – class teacher logs, child receives a sanction and parent informed - 2 x within 4 weeks - teacher to phone home and set up meeting with Year group leaders/parents. Child put on report -

Please note that the school's procedures are based on the advice given to Headteachers by the Department for Education. "Teachers can discipline pupils whose conduct falls below the standard which would reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that

pupil". [*Behaviour & Discipline in Schools: advice for Headteachers and School Staff*, DfE, Feb 2014].

Reflection time

Staff may consider a reflection time session as an appropriate sanction either because putting on report has not helped the behaviour to improve or because the nature of the behaviour is severe enough, for example fighting, bullying, rudeness or swearing, to warrant an immediate detention.

Reflection time will be held during lunchtimes and supervised by a senior member of staff. Children will be asked to complete a reflection task and discuss the incident and their reflections. Restorative justice discussions will take place during these sessions.

Handling and restraint

If it has proved necessary to use holding or restraint in a situation where staff have had to physically intervene to prevent harm or injury to a child or staff member, this should be noted in the physical restraint log and parents informed. If possible staff should summon another adult before restraining a child and to send use the internal phone system to contact the office. They should continue to communicate with the child throughout the incident. They should maintain a calm and measured approach to the situation. They should make it clear to the child that the restraint will be removed as soon as it ceases to be necessary. All staff must be aware of Borough guidelines on positive handling.

In certain circumstances it may be helpful to follow these steps especially in playground:

- Establish what has happened by talking to all involved (use professional judgement to assess seriousness of situation).
- Encourage children to participate in conflict resolution by using a mediation approach and encouraging them to use the appropriate language and to begin explanation with "I" and "you".
- Remind children of rules and encourage them to realise why the behaviour is inappropriate and to think of how they can manage the incident in future situations
- Ask the children what could now be done in terms of restitution and reparation (but don't force apologies).

What is physical intervention ('reasonable force')?

The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present. The Positive Handling and Physical Intervention Policy should therefore be read in conjunction with our Behaviour and Child protection/Safeguarding Policy.

Restrictive physical interventions may include:

Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds.

Environmental – where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

In what circumstances can physical intervention be used?

- To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects
- To prevent a pupil committing a criminal offence
- To prevent a pupil committing deliberate serious damage or vandalism

- To prevent a pupil from attacking a member of staff or another pupil
- To prevent behaviour which is prejudicial to the maintenance of good order
- and discipline

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

The Last Resort Principle

At Cranford Primary School we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to conduct a risk assessment and choose the safest alternative. We expect staff to think creatively about any alternatives to physical intervention which may be effective. There might be some situations in which the need for positive handling is immediate and where there are no equal effective alternatives (a child is about to run in the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:

- Use a distracter such as a whistle or loud bell to interrupt the behaviour long enough for other methods of verbal control
- Withdrawal of attention(audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when emotions are running high
- The employment of other sanctions consistent with our policy on behaviour

Where physical interventions are needed to prevent injury to the student, other students or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. All staff must consider whether they are using reasonable force.

In all circumstances other methods should be used if appropriate and effective positive handling should be a last resort. When positive handling becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck, lying face down or pulling arms across the child's chest
- Slap, punch, kick or trip up the pupil
- Use restraint without another member of staff present

Staff may also use a strategy known as 'Take a Lap', where a pupil is asked to run around the perimeter of the playground before entering the designated 'Reflection Zone'. There, the pupil has an opportunity to discuss the incident with a member of staff. This intervention, used during break times/ lunch times, supports pupils in managing their emotions, reflecting on their actions, and sharing what they have learned before rejoining play.

We need to be aware that children's behaviour may not always be so easily slotted into the above procedure as some extreme incidents can sometimes be triggered by very specific circumstances. In such an extreme case refer straight to a member of the Senior Leadership Team.

Monitoring

All staff are responsible for reporting incidents. Parental involvement is an important part of our procedures and parents. Senior staff are responsible for monitoring trends in behaviour and discussing remedies with the staff.

Banned items

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Only the headteacher, and members of SLT, have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff, will seek cooperation from the pupil and both will be present for the search.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes.
- pornographic images
- anything else perceived to pose a threat to pupils at the school.
- fireworks

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 property of; any person (including the pupil).

Procedures to deal with Bullying

Bullying is always unacceptable, and claims of bullying will always be taken seriously and acted upon quickly. We intend to maintain an ethos of openness and awareness where bullying is recognised where it exists and dealt with where it occurs. Our approach will be proactive - building

on skills of cooperation, assertion and self esteem, as well as reactive when necessary. We have an anti-bullying code which is referred to when dealing with incidents.

What do we mean by bullying?

Bullying is the on-going or repeated intimidation of another child by a more powerful child or group of children with the intention of causing physical and emotional hurt and distress. However, bullying can take place in all relationships: between students, between students and staff, or between staff.

Bullying can take many forms, physical, verbal and indirect.

It may include

- Threats of violence both verbal and non-verbal
- Ignoring/shunning
- Teasing
- Name-calling
- Interfering with property
- Racial offensive remarks and/or behaviour
- Sexual offensive remarks and/or behaviour
- Incitement by others to commit an act of bullying
- Ridiculing, mimicking, sarcasm
- Fighting (even between equals)
- The use of online/ IT systems to deliberately to upset someone.

What behaviour do we expect /encourage in our pupils?

Children in our school are expected to be kind and considerate of one another's feelings. Children need to be accepting of others and supportive of each other. We want to provide an environment where children feel safe and secure in the knowledge that someone will listen and act to support them.

Our approach - All staff must:

- Be alert
- Investigate
- Record findings
- Respond
- Follow-Up

ALERT

Staff need to be alert to overt physical signs of bullying as well as more subtle reactions to covert bullying. The effects of bullying may be shown at home and at school. A bullied child may want to avoid coming to school by feigning illness. He/she may become withdrawn, moody, aggressive or display behaviour that is out of character. Toileting problems such as enuresis (bed-wetting) may also be a sign of anxiety.

In school he/she may be reluctant to go outside to play e.g. wanting to do jobs for the teacher. He/she may become overly attached to an adult or a friend in his/her class. Staff also need to be alert to potential victims who may be judged as being different and bullied as a result. Bullying needs to be dealt with as a priority.

INVESTIGATE

We shall endeavour to investigate every incident as soon as possible. The teacher, or associate member of staff, to whom it has been reported in the first instance, will do this. (Reported instances could come from a parent, a child, a teacher observation, or a colleague.) All parties will be interviewed individually at first to avoid intimidation and to produce an accurate report. Care should be taken to deal with those involved sensitively and away from onlookers.

An example of what might be said: "I have heard that _____ has been feeling scared and unhappy recently. Can you tell me what you know about it?"

Teachers will not accept any excuses, which explain the behaviour away as 'only a game' or 'just a joke'. Notes should be taken to ensure accuracy of reporting and given to a member of the senior management team, preferably the Headteacher or a member of the Senior Leadership Team.

RECORD

Record every incident in a manner which reinforces the school's anti-bullying policy. All parties should be encouraged to record the incident in writing. Pupils may be told, "We have a written record of this incident". Staff must record all incidents on Behaviour Watch so that a Senior Leadership Team member can be assigned to deal with the incident. A record should also be made of what was agreed by the Headteacher and the agreed action plan.

RESPOND

A response should be immediate and the style should be 'matter of fact' (not accusatory) and relate to the severity of the incident.

The Victim

In the first instance our priority would be to take steps to make the victim feel safe. Staff must take steps to prevent the bully access, without an adult present, to the victim. The Senior Leadership Team should impress on all involved that the situation is being taken seriously and is being thoroughly investigated. Where appropriate, create a situation where the bully is able to make reparation.

The Bully

The bully in the first instance should be made aware that the incident is now out in the open. When ascertaining events teachers should not use their power to inflict hurt or discomfort towards a bully. Teachers should model strategies to encourage the development of appropriate social relationships. Teachers should use appropriate vocabulary to help the bully to empathise and reflect upon his/her actions.

An example of an approach to use could be "_____ seems unhappy. Why do you think this could be?"

If a serious case of bullying is identified, then the staff must ensure appropriate sanctions are put in place as well as counselling.

The Victim, Bully and School Community together

The aim would be to improve the self-esteem and emotional literacy of both the victim and the bully. This could be through peer support using:

- PHSCE scheme of work

- Circle times
- School behaviour reward systems
- Targets on Learning Support Plans if appropriate

FOLLOW UP

After an incident has been recorded the Senior Leadership Team person responsible must arrange a follow up meeting to monitor the situation e.g. “We can all meet together this time next week and see how things have been going.”

This allows further time to follow up incidents, review strategies if there is a repetition of an incident and it reassures pupils that something purposeful is being done. The school should:

- Set up systems for the continued monitoring and observation of those involved in the incident.
- Set up review dates to meet with those involved.
- Inform parents.
- Use assemblies to raise awareness of issues as a whole school focus.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Mobile phone use

Pupils are not permitted to use personal mobile phones or smart devices anywhere on the school site.

If a child needs to bring a device to school, a parent or carer must first complete a consent letter giving permission for the device to be brought onto the premises. The device must arrive switched off and be handed in at the school office each morning. It will be stored securely and returned at the end of the school day.

If a pupil is found using their phone on the school site, the device will be confiscated and returned only to a parent or carer. In addition, the pupil will receive the usual consequences associated with this behaviour, as outlined under Level 2 behaviours in this policy.

Pupils will be taught how to use mobile phones and other smart devices safely and responsibly, including the behaviour expected of them and the consequences of not following the rules. Teaching on safe and appropriate use of technology will form part of our safeguarding and online safety curriculum, using age-appropriate resources.

Zero- tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Remote learning:

Pupils who are using remote learning to access their work will be asked to use the school's online safety policy whilst not on site. Any pupil who is not following the rules/ reminders outlined by the policy will be spoken to over the phone with a parent present.

Malicious allegations

Where a pupil makes an allegation against a member of staff or another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding policy and our Allegations against Staff policy for more information.



Cranford Primary School
Berkeley Avenue
Hounslow
TW4 6LB

Cranford Primary School Behaviour Principles Written Statement

Our behaviour policy is based on children understanding that at our school children have Rights, Rules and Responsibilities.

Pupils have the **Right**:

- To feel safe
- To learn
- To be given respect and fair treatment

At Cranford Primary School, we believe that every child should take **Responsibility** for their actions and behaviour and follow the school **Rules**. These three Rs: Rights, Rules and Responsibilities should work together to create a caring community within our school.

The Governors at Cranford Primary School believe that the three Rs lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. At Cranford Primary School we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour and Anti Bullying Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Cranford Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Positive relationships and in the Equal Opportunities Policy
- The school rules should be clearly set out in the Positive relationships Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied

- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEN, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that Cranford Primary School has a zero tolerance policy towards violence, threatening behaviour or abuse by pupils or parents towards the school's staff and such behaviours will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Positive Relationships policy.

Ms Noorian Riaz
Chair of Governors
September 2025