

Relationships and Behaviour Policy



Name of School:

Earls Barton Primary School

Committee/ Person(s) Responsible:

Governors

Headteacher

Distribution :

Website

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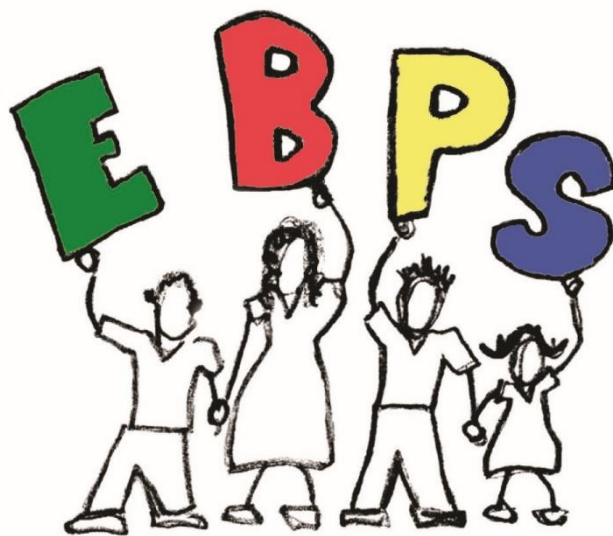
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Relationships and Behaviour Policy

Supporting Pro-Social and Pro-Learning Skills



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Relationships and Behaviour Policy

The governors and staff of Earls Barton Primary School are committed providing an education of the highest quality which is relevant and challenging, set in a nurturing, secure, stimulating environment in which all individuals feel respected and valued, enabling them to attain their optimum potential.

Our Values

We will promote the highest levels of citizenship so that children can go forward with an independent love of learning and a tolerant appreciation of others that will stand them in good stead for the rest of their lives. We will achieve this by having the following values at the core of our ethos:

School Core values:

- Self belief
- Honesty
- Respect
- Excellence
- Kindness

Our Aims and Ambition

Our Positive Relationships Behaviour Policy follows the model developed by Changing Chances called The Empowerment Approach. All staff have received training and support to develop and embed the Empowerment Approach at EBPS.

Our overarching ambition is to create an inclusive school where children are supported to become confident, prosocial members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching. We believe our responsibility lies not only with the present but also

ensuring children develop the skills to become great future citizens who contribute positively to the communities in which they live.

We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed a good level of pro-social and pro-learning skills due to the support and experiences they have enjoyed. It will be easy for them to learn and play successfully. Other children will not have been so lucky and may have greater needs and difficulties than their peers. This means it will be much harder for them to follow routines, work with others and meet the daily demands of school and they will need greater support. Our inclusive school needs to be a place where **every** member feels safe, content and able to learn; as such, our approach ensures that, whilst we meet the needs of the most vulnerable, those of the group also holds paramount importance.

We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We know that a person never rises to low expectations and so we will always insist children work hard to become the best they can possibly be, in every way. We also know that some children will find meeting our high expectations much harder; as such we will always combine our very high expectations with equally high support. Every child deserves a champion.

We recognise that learning means children will not always get things right. This is true of the skills associated with behaviour as it is with reading, writing, swimming or maths. We are educators, not controllers. When children do not meet expectations, we will therefore focus on working **with** them so they can do better next time. We do not just 'manage' children, solving issues on a transitory basis by sitting an adult by their side to 'keep them on task'. We will keep working with a child to build their skills and ensure they make ongoing progress until they can succeed independently. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn.

Aims of the policy

- To secure a calm, supportive and enjoyable environment for children and adults alike.
- To support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best.
- To support all young people in developing the skills needed to learn and play successfully and with increasing independence.
- To have a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach.
- To establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet them and for responding and following up when they do not manage to do so.
- To ensure that all members of our school community are aware of these procedures and follow them consistently.
- To agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- To teach children about pro-social and pro-learning behaviours alongside our PSHE programme and to promote British values.
- To promote the Changing Chances and our EBPS school values
- To recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour.

Our Goals

For all children to:

- Build the learning skills needed to achieve well in the classroom and beyond.
- Develop strong pro-social skills so they talk and act in ways that are good for those around them and contribute positively to the groups and communities in which they belong.

- Become strong and positive self-advocates so they secure their individual needs successfully and in ways that work for others.

We utilise a systematic way of preparing young people to be at their best and a clear structure for responding when children do not meet the expectations agreed. We use straightforward strategies to respond in the moment and a consistent method of follow-up to ensure children make sustained progress.

Key elements of our approach

- Teaching children about their brains
- Agreeing high expectations
- Supporting children to prepare and plan to be at their best for learning and play
- Responding by connecting when things go wrong
- Following up every incident and solving problems together
- Coaching young people to resolve unhelpful behaviour patterns

Cultural shift

Our approach is not simply a strategy for managing behaviour but rather a cultural shift in how difficulties are perceived and children are supported in securing long term essential life skills, mental well-being and future success. It utilises neurobiology and the neuroscience of safety and threat to support young people, their teachers and families in understanding the factors underlying unhelpful behaviours.

It provides a clear and structured approach based on this scientific evidence for responding to concerns and difficulties, problem solving and working towards future progress. The structured nature of the approach, along with its clear principles, mantras, tools and visual supports, ensures it is easily accessible for all ages, from nursery upwards.

Beyond the Classroom through a Shared Language

Our approach to behaviour is not limited to the classroom. We believe that real impact requires all adults around our children to adopt a shared language and consistent techniques. As such, we ensure that training, information and support extends to all members of our community, from staff and governors to volunteers,

High Expectations

We uphold high expectations of our pupils and our adults and therefore we expect the following:

- To show good manners and greet each other and adults appropriately using please, thank you, excuse me and apologies where appropriate.
- To seek eye contact where possible, when speaking and respond appropriately in conversation e.g., saying good morning when they are spoken to etc. We are aware this can be difficult for some pupils.
- To greet people appropriately e.g., using their name and to hold doors open for others, moving around the academy quietly and in an orderly fashion (on the left-hand side).
- To take pride in their learning including completing their home learning.
- To show acceptance of others, respect and kindness for others.
- To develop an independent and responsible attitude to learning, organising themselves appropriately for learning, trying hard to achieve their potential.
- To take pride in their appearance and wear school uniform.
- To do as they are asked.
- To put up their hand before speaking in class and to remain in their seats unless they have permission.

- To show respect for property and resources.
- To be respectful when others are speaking and not drink from their water bottles when others are speaking.
- To wear a class permission band to show that permission has been given by an adult to leave the classroom for any reason unless with the whole class or an adult.

Pupil involvement and Class Charter

We believe pupil involvement is key to secure pupil buy-in. We therefore begin each academic year by deciding and agreeing charters and procedures with pupils as a collaborative exercise. This will be revisited throughout the academic year as required. We believe the key to teaching children pro-social and pro-learning skills is to provide as much practice as possible in thinking through how people would need to talk and act for everyone to feel safe, content and able to learn and play at their best – for it to be, **‘Good for Me, Good for You, Good for Everyone!’**

The process of agreeing class charters is as follows:

- Each class contributes, by first agreeing the behaviours which would ensure every member feels safe, happy and can learn (under pro-social and pro-learning behaviours).
- These lists will be displayed on our empowerment display and each class will have the opportunity to look at what they have in common and any differences.
- The final class charters will be signed by all pupils and displayed in each classroom, along with photographs of school pupils showing the different positive behaviours.
- Class Charters are referred back to at all times to ensure that children understand the natural consequences of both showing pro-social and pro-learning behaviours and also the natural consequences of showing anti-social and anti-learning behaviours.

The process of establishing our School Charter each year enables children to feel greater authorship in boundaries and leads children to have a greater investment in keeping to these. It also means children understand the purpose of the expectations; knowing the ‘why’ results in individuals feeling less controlled and better motivated to keep to the boundaries agreed.

Agreeing Expectations

Expectations for behaviour will always focus on what needs to be in place for every pupil at the school and centre around being ‘Ready, Respectful and Safe’:

- a) Be able to learn at their best - We are **READY** to learn – we arrive at school on time, we have our equipment ready and we show that we are listening
- b) Feel happy and good about themselves and other - We are **RESPECTFUL** – we listen when others speak and we respect the property of our friends and the school.
- c) Be and feel safe - We are **SAFE** – we move around school in a safe manner, we follow instructions to keep ourselves safe on school trips, we use equipment safely and we stay safe online.

Should our expectations be the same for everyone?

Yes. We believe it is important for everyone to feel safe, happy and to be able to learn at their best. This will only happen if every person in the class (including adults) keeps to the charter.

However, we also know that there will be genuine reasons why some children find it much harder to keep to the expectations agreed and these children will need adjustments and additional support and scaffolds to ensure they can succeed.

Further information on the reasons why some children may have greater difficulty in keeping to expectations and what we can do to support their progress is contained in *Appendix **.

Pro-learning and pro-social skills will be defined by pupils when they create their class charters, but some examples of behaviours that are pro-learning and pro-social are as follows:

Pro-social skills	Pro-learning skills
<ol style="list-style-type: none"> 1. Respond calmly when things go wrong. 2. Talk to others in a kind way which helps them to feel good about themselves. 3. Ask for permission before I touch someone else, e.g. <i>"Can I put my arm around your shoulder?"</i> 4. Listen to others and work hard at really understanding their point of view. 5. Take turns in games and share equipment fairly. 6. Look after other people's and the academy's equipment and resources with care. 7. Solve problems in a way that means everybody's needs are met. 	<ol style="list-style-type: none"> 1. Move my body in a way that fits the activity (e.g., calm and quiet in assembly; fast and energetic in a game of basketball). 2. Keep my voice at a volume that fits the activity (e.g., whispering the library; clear and loud when sharing ideas with the whole class). 3. Take turns to speak. 4. Listen carefully when others speak. 5. Keep my attention on the learning we are doing. 6. Move and speak in a way that helps people around me learn at their best.

What we believe

Key principles of our approach to behaviour:

- **Be Curious Not Furious:** maintaining a calm, investigative and solution-focused mind-set towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- **Positive, kind, unconditionally positive relationships:** prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves for rather than against the child, with the core belief that when people feel better, they do better.
- **High expectations, high support:** expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (with the child, not done to the child) for any pupils who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support.
- **Teach children (and adults) about their brain:** placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.
- **Understand needs (5C needs):** when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.

5C Needs:



- **Follow-up is essential** – ‘without follow-up, there will always be mopping up’. We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.
- **Children’s voice at the centre** – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy.
- **Teach Executive Function Skills:** attention control, impulse control, processing speed, working memory; cognitive flexibility and emotional regulation are key skills for life. They need to be taught and practised.

Building the Foundations: how adults should prepare for children to be at their best:

There are four main elements to preparing children to how adults can support young people to achieve the best they can:

1. Teach children about their brain so they can prepare to meet their needs positively:

- a. All classes will follow teaching plans which ensure children learn about their brains, their needs and are taught the skills needed to learn and play successfully on their own and with others.

2. Agree expectations with children so they feel a sense of control over what happens to them and an ownership of boundaries.

3. Help children to plan and prepare to be at their best:

- a. All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best.

4. Show unconditional support – work with children and put preserving good relationships first.

- a. All adults will work hard to establish secure, positive relationships with children. If the relationship is not positive, the adult will take responsibility to out this right.

Positive Behaviour Recognition

We support our behaviour in school by recognising and acknowledging positive behaviour through a variety of tools including but not limited to:

- a smile, a positive comment, someone saying hello, thumbs up etc – anything that makes the person feel good
- House points that will be recorded digitally as Dojo points
- Stickers
- Weekly celebrations to recognise ‘Stars’ in each class
- Hot Chocolate Friday with the Head Teacher
- Bartonian awards (termly for individual children)
- Spotlights – these can be related to a variety of pro-social or pro-learning behaviours

House points are totalled regularly and children are awarded a bronze, silver, gold, platinum, Head Teacher’s award or Beyond Bartonian Brilliance certificate when they have reached key milestones.

Responses to Challenge Behaviour and Support Learners

Initial Classroom Response

We recognise that there may be times when a pupil shows undesirable behaviour which has negative natural consequences. This behaviour may or may not be a deliberate choice. Whatever the reason, the reflection is the

most important part of the process – see more information below. No blanket whole class consequences will be used.

Reminders are used first. The manner in which they are given will be considered and adapted to best meet the needs of the individual child, so as to avoid creating shame or anxiety. If these reminders are frequent they will be asked to reflect with an adult – this will involve a conversation that asks the child to think about their actions, the impact on others and what they will do differently next time (see reflection sheet in appendix). All children are different so the number of reminders given will depend on the individual child.

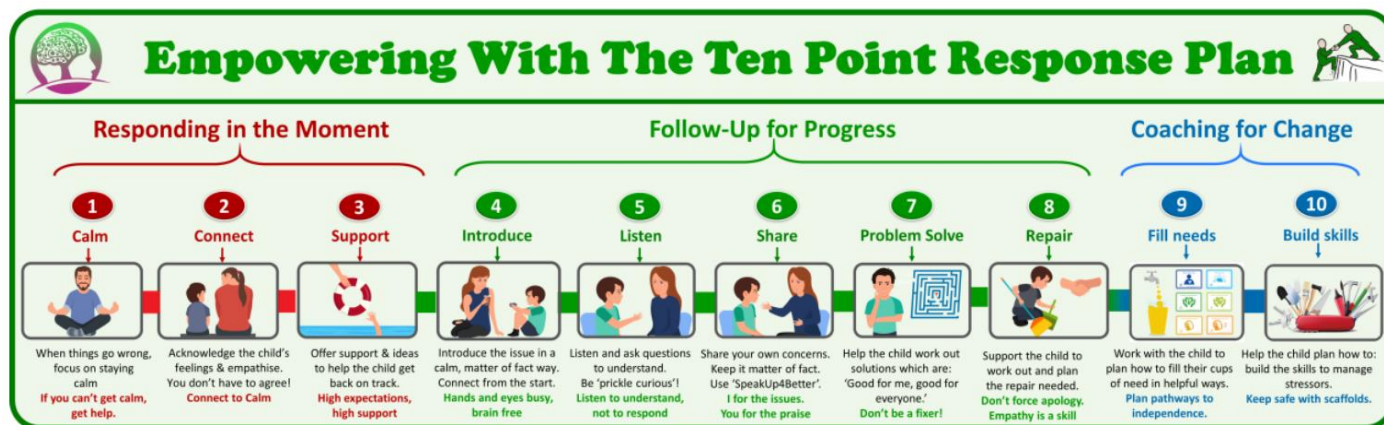
We believe that the importance of ‘relationship’ within the school community should not be underestimated. Where reflection is required ideally this should be done with the class teacher present. This is because they have the closest relationship in school with the learner and can support them going forward. Reflections are carefully managed to ensure they have minimal impact on everyone’s other learning.

Some learners may have additional needs. This does not mean that our expectations are lowered but it does mean our response may be adapted, for example instructions may need to be repeated, visual supports used or additional chances to make good choices provided.

Behaviour Procedure

We approach behaviour with a ‘curious not furious’ mindset and understand that behaviour is a communication of a need (whether conscious or unconscious) and will aim to respond appropriately. We will take a non-judgemental, curious and empathetic attitude towards behaviour and respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. All staff will consider context when interpreting behaviour. We have created a one-page guide to our behaviour for learning policy that allows staff to know quickly know what stage of support is needed. See below.

If a child does not manage to keep to expectations, all staff and adults supporting within the school should follow the ‘10 Point Response Plan to Challenging Behaviour’.



The 10 Point Response Plan has been carefully designed using evidence from neuroscience, psychology and coaching in the most effective strategies for supporting young people.

The 10 Point Response Plan is divided into three clear stages:

- 1. Responding in the Moment** – how adults should respond at the time when a child presents with unhelpful behaviours.
- 2. Following-up for Progress** – the way we follow-up after an incident to ensure the child does better next time
- 3. Coaching for Change** – how we support children who present with more significant difficulties to ensure ongoing improvement.

It is essential that these stages are followed consistently and systematically; without doing so, the approach will not be as effective and the child will be prevented from making the progress they deserve: the progress which is so essential for their own success and the well-being and achievement of those around them.

Stage 1 Support: Responding in the Moment (think paramedic):

Whenever a child is not meeting the expectations agreed, the adult should respond through Calm, Connect, Support

- **Calm**: the adult needs to find their own calm.
- **Connect**: acknowledge and empathise with their feelings, you don't have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.
- **Support**: Help them to get back on track for the moment. Working out steps for next time comes later. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports.



Why should adults use this approach when responding to unhelpful behaviours?

We know from neuroscience that when children deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are inhibited. This means that the first priority is to regulate the child. We know that, when someone is given support and empathy, oxytocin is released into the body which in turn speeds up the regulatory system. Adults should therefore always respond with support and empathy, even when a child has done things we don't agree with. Showing support and empathy does not mean we have to agree with or condone the action.

Another reason for responding with Calm, Connect Support is that we know that responsive, positive relationships are crucial to long term well-being and success. When adults respond in cross or disappointed ways, the child begins to feel adults are not on their side. Relational safety is crucial for children and if this is damaged, it becomes a significant unmet need which can further exacerbate the stressors contributing to unhelpful behaviours.

In addition, negative responses from adults can lead the child to self-identify as 'bad' or 'naughty' (and for her / his peers to label them as 'naughty'). When a child 'feels naughty', they feel worse about themselves and their responses can spiral downwards; in many schools, children become trapped in the 'punishment cycle'. It is therefore crucial that adults always respond calmly and supportively so that a child's self-concept is protected. When people feel better, they do better.

However, embracing a spirit of support and empathy does not mean lowering expectations and holding children to account.

Maintaining high expectations is crucial; it is therefore vital that there remains a consistently tight focus on the importance of pro-social and pro-learning skills and there is always follow-up when a child does not meet expectations. Every member of the school community should know that children who aren't managing to keep to expectations will be given lots of extra help, just like someone in reading might receive if they are struggling, and they may have to work harder and give extra time until they can manage successfully.

Stage 2 and 3 Support: Follow-up for Progress - (think surgeon):

Follow-up involves two elements: a) Reflection and coaching and b) Repair Time.

Repair Time should always be carried out separately if the child's words or actions had a negative impact on anyone or anything.

Reflection and Coaching: How all adults should follow-up every incident:

Every time a child does not meet the expectations agreed at the start, it should be followed-up at a time when everyone is calm using Reflection and Coaching.

Reflection and Coaching helps develop children's understanding of needs, building skills and planning how to do better next time.

We use this method because we know that punitive consequences are good at making children feel bad but are very poor at helping children to:

- a) work out how to meet their needs better next time
- b) build their Executive Function skills
- c) develop their Emotional Intelligence.

Reflection and Coaching support children in all these vital areas.

During Reflection and Coaching the concerns of the child and the adult are explored **and** ways to meet both are discussed.



Stage 2 Support: Reflection and Coaching

- **Introduce the concern** in a way that keeps the child regulated and feeling supported
- **Listen to the child** – listen to understand, not to respond. Ask questions until both you and the child really understand the needs and missing skills behind the issue. Ask questions in a way the child feels heard and their perspective understood.
- **Share** your concerns and your point of view using the 'Speak Up for Better' technique (start with evidence and how you are interpreting it, use 'I' rather than 'you').
- **Problem-solve** together – always ask for the child's ideas first; expect the child to work hard at thinking of solutions which are 'Good for Me, Good for You, Good for Everyone'. If they really cannot think of solutions, despite trying hard, the adult should make suggestions and encourage the child to decide which would be best. The principle is that the child feels authorship of the solution as this will make it more likely they will follow it through.



Things adults should keep in mind to secure sustained ongoing progress

- Real, long-term change takes time – our job is to help children and young people to create new neural pathways, and to recognise that they can't do this overnight. This means that the first Coaching Conversation is unlikely to lead to instant change – 'Change needs more than a chat'.
- Scaffolding pathways to independence: Children and adults need to be clear about the end goal. Small steps should be planned with the child, and successes recognised and celebrated.

It may be necessary to put scaffolds in place for a while, but it is essential that over time these are reduced and removed as the child develops the skills to function independently. When supports and scaffolds remain static, children become dependent.

Repair Time: a restorative justice technique (used at all stages):

Repair Time should **always** take place if a child's words or actions have had a negative impact on anyone or anything.

Repair Time is separate to the Reflection and Coaching and has a distinct and separate purpose.

Repair Time should be scheduled to take place as soon after the incident as possible but only once the child is calm. It is preferable that the adult first involved in the incident leads Repair Time, wherever possible.

During this stage, the child is supported to consider the perspectives of others; they are helped to think through whether the needs of other people were compromised in any way – the natural impact that their words or actions may have had. By exploring this in a matter-of-fact way and in a spirit of support, the 'repair stage' supports improved skills within the areas of social cognition and empathy.



If a child says they do not care about the impact on others and do not want to make things better, they should never be forced. The adult should simply show them the Control Centre Skills card for Emotional Intelligence (gold needs card) and explain that this just means they haven't learned the skills yet to either feel what others feel or want others to feel better. The adult should also emphasise that:

- These are really important skills for everyone in the world to have to make sure it is a pleasant place for us all to live.
- As the child's educator, we have a duty to help them improve in these skills so some extra help will be put in place.
- Reassure them that any extra sessions will be within a spirit of support and as enjoyable as possible.

Stage 3: Nurture and Coaching

- Nurture and Coaching should take place in the event that Reflection and Coaching has been used several times yet not led to any noticeable improvement.
- It is vital that the child does not see Nurture and Coaching as a punishment but rather as a commitment to wanting them to do better so they can achieve well. This message should be emphasised to the child and everything should be done to ensure the experience is a positive one for the child, whilst also firmly holding them to account for making progress.



If 'Stage 3 Coaching Time' has not led to a change to the unhelpful behaviour after several times (approx. 3) then an individual plan and a coaching programme should be put in place. This is Support Stage 4.

Support Stage 4: Coaching for Change Programme

If Coaching Time has taken place on three occasions and sufficient progress has not been achieved, the child should be placed on a Coaching Programme. The Coaching Programme is a more intensive level of support for children who have higher levels of difficulty; it involves a series of sessions which should ideally take place outside of the school day.

The Coaching Programme involves the following elements:



Consequences:

The consequences of keeping and not keeping to the expectations are focused first on the natural impact i.e. If we are kind and calm in how we respond to others, they will feel safe. If we respond unkindly and aggressively, others will feel unsafe and may feel scared. They may then not wish to spend time with us.

The reason for this is that a focus on the natural impact supports the development of:

- Emotional intelligence
- Empathy
- A strong moral compass
- Intrinsic motivation to do the right thing

We know that, if consequences are focused on the rewards children will get or the punishments they will suffer, it leads to children:

- Thinking about what's in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- Relying on extrinsic motivation rather than feeling internally motivated to make moral decisions.

Internal motivation, independence and a clear moral compass are crucial for children's futures; by building these early, they will be better equipped to avoid the common pressures experienced in teenage hood and beyond which lead to substance abuse, risky behaviours and crime.

At EBPS, we hold children tightly to account by always following up every incident of unhelpful behaviour through Reflection and Coaching. If the unhelpful behaviour continues, we support children with the ongoing process of change through the Coaching for Change Programme.

What happens if a child continues to fail to meet expectations?

Every child deserves to feel safe, happy and be able to learn. It is therefore vital that, if a pupil in the class is putting this at risk, the right support is put in place so that other children are protected.

If the use of Calm Connect Respond, Coaching, support on skill building and scaffolds and adjustments to help whilst these are still developing, isn't proving sufficient, it may be the child needs some different provision within the school whilst they develop the necessary skills.

This may include Nurture provision, social skills support, emotion coaching, protective behaviours or support from the wider pastoral team.

In very rare cases, where the various strategies have not been effective, it may be necessary to exclude a child for a period of time. A fixed term exclusion may be used for a one-off breach (or persistent breaches) of the school's Relationship and Behaviour Policy. A Permanent Exclusion will only happen in response to a serious one-off breach or persistent breaches of the school's Relationship and Behaviour Policy and will only be used as a last resort after all other possible avenues have been explored. Exclusion would be carried out in accordance with the DfE statutory guidance¹, and LA guidance and will be reported to the Local Authority. This would also be recorded in the child's confidential pupil profile along with further details of the incident. Very careful arrangements will be made to ensure that any child returning to school after a period of exclusion is helped to behave appropriately.

Expectations of staff

All teaching staff are expected to adhere to and follow the 'Teachers Standards' (DfE June 2013), Keeping Children Safe in Education and the school's Code of Conduct (updated September 2023). Teaching staff must adhere to the terms and conditions outlined in the school teachers' pay and conditions document (STPCD). Modelling good behaviour is an essential part of the adult's role in a school. Teachers, support staff, volunteers and visitors are expected to conduct themselves appropriately as befits their role in our school. In particular the expectations of all adults in the classroom should:

- Be the role-model reinforcing positive behaviour
- Relate to children and each other in a calm and quiet manner
- Stay calm and in control of their own emotions (we do not shout at children)
- Trust, listen, encourage, praise, and respect every child and colleagues
- Treat everyone with courtesy
- Be consistent, positive and show that we care
- Recognise children's fears and individual challenges they may face
- Give access to the full curriculum at all times, not using it as a sanction (i.e. missing PE)
- All staff will record behaviour incidents on MyConcern

Pupil conduct outside the school gates

The behaviour policy applies whilst on school trips, visits and residential. The school is also aware of its safeguarding duties to children beyond the school day and where an incidence of poor / unsafe (but not criminal behaviour) is shared with school, a report is made on MyConcern and the incident followed up appropriately, including with other schools and outside agencies as needed to safeguard the child.

Confiscation of items

1) The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for “prohibited items”⁴ including:

- knives and weapons
- alcohol • illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

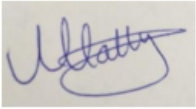
The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

3) Mobile phones At Earls Barton Primary school, mobile phones are not permitted in the school at all. Year Six children (who are allowed to walk to / from school independently) are permitted to bring a mobile phone with them on their journey to / from school. This is handed in at the office (turned off) each morning and placed into a bag with the child’s name on. The phone can then be collected from the office at the end of the school day.

Power to use reasonable force

All members of EBPS 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. Positive Handling Plans are in-place for known children who may require on and a high proportion of staff at EBPS are “team-teach” trained in positive handling each year. The Head teacher of EBPS and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for the items detailed above in section.

Home School Agreement

<p><u>Our Aims and Values</u></p> <p>We will promote the highest levels of citizenship so that children can go forward with an independent love of learning and a tolerant appreciation of others that will stand them in good stead for the rest of their lives. We will achieve this by having the following values at the core of our ethos.</p>	<p><u>School Values</u></p> <ul style="list-style-type: none"> • Self belief • Honesty • Respect • Excellence • Kindness 	<p><u>Signed</u></p>  <p>Miss M. Lally Headteacher 1st September 2022</p> <p><i>Parent & child to sign electronically via Microsoft form</i></p>
<p style="text-align: center;">Together we will:</p> <p style="text-align: center;">value one another as partners with our children</p> <p style="text-align: center;">listen to and support each other in our aim to provide the best education for our children</p>		

The School has the responsibility to...	The Parent/Carer has the responsibility to...	The Child has the responsibility to...
<ul style="list-style-type: none"> • teach the children about their rights and responsibilities, our school rules and our school values in relation to their daily lives • treat all adults and children with respect • be open and welcoming and offer opportunities for parents to become involved in the daily life of the school • encourage children to do their best at all times • provide a broad and balanced curriculum • encourage children to have respect for people and property and follow the school's Anti-Bullying and Relationships and Behaviour policies • keep parents informed about school activities through regular newsletters • keep parents informed of progress at regular parents' evenings • deal sensitively and safely in the matter of photographic/film publishing that includes images of children following appropriate recommendations where required • provide an inclusive ethos which fosters warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence 	<ul style="list-style-type: none"> • make sure the child arrives at school on time, well-prepared and ready to learn • make sure the child attends regularly and provide an explanation as soon as possible when a child is absent • avoid taking holidays during term time • attend / join Parents' Evenings to discuss their child's progress and support the child in opportunities for learning at home • be respectful when communicating with, or about, the school • help and encourage their child to do their best and have pride in all they undertake, including homework • support the schools' policies including the Anti-Bullying and Relationships and Behaviour policies • take responsibility for school property and pay for the replacement of lost or damaged items • consent to their child taking part in "local" walking trips, which support the curriculum • make the school aware of any concerns or problems that might affect their child's work or well-being • make the school aware if anyone different will be collecting their child at the end of the school day • ensure that social media is not used to make comments which could have a negative impact on the reputation of the school. Feedback about our school, our staff or our pupils should be brought to the attention of the appropriate member of staff in the order Class Teacher, Phase Leader, Deputy Headteacher/Head Teacher, Chair of Governors. • ensure that photographs/videos of children at school events, other than those containing images of their own child alone, are not uploaded to social media/networking sites as this is not in line with our child safeguarding procedures 	<ul style="list-style-type: none"> • respect other people's individuality • accept responsibility for their actions • ensure that they take home all school letters • ask for help and to do their best in all that they undertake, including homework and school work • follow the school rules linked to our values • speak to a school adult if they have any worries