



GRESWELL PRIMARY SCHOOL

Relationship and Attitude to Learning Policy

PRINCIPLE

We at Greswell Primary School strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We children / young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

All staff will:

- take time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and enhance this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half-termly (class rules)
- focus on the Code of Conduct when establishing these boundaries in conversation with children and young people
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children and young people time and space to resolve the situation
- keep in mind that children and young people benefit from a clear structure within which to learn



- keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved.
- keep in mind that sanctions must be applied compassionately and in a fair and consistent way
- When supporting children and helping them manage emotions, staff use the same approach and language:
 - W – wondering (I am wondering why you are upset / angry / sad)
 - I – imagining (I imagine that was quite stressful / upsetting / annoying)
 - N – noticing (I noticed how hurt you were by those comments / I notice your fists are clenched / your face is red)
 - P – playful-we show pupils we are willing to have fun and make learning fun
 - A – accepting-we are non-judgmental
 - C – curious-we are interested in our pupils
 - E – empathic-we understand and see things from their point of view

Induction

All new staff have a formal induction before entering the classroom. This policy is delivered as part of the induction.

Code of Conduct

In order to make school a safe and happy place we have a **Code of Conduct** and one **Golden Rule**. This is to ensure all children have a safe and calm learning environment.

At Greswell our golden rule is: **we never hurt anyone**

We expect all members of the Greswell family to follow our code of conduct every day. Everybody should be **PROUD** to be a member of our school.

Property

- look after our school and our school grounds
- look after the school property
- look after other people's property

Respect

- for all members of the Greswell school family
- speak politely to all adults and children
- be kind to all members of the Greswell school family
- share resources
- value other people's opinions
- always tell the truth



Organisation

- arrive at school every day and on time
- be prepared at all times for learning
- sit correctly in the classroom
- walk around school in a quiet and sensible manner at all times
- at the end of play times quickly and quietly return to the learning environment

Understanding

- encourage and support your classmates
- sit sensibly in the lunch hall, talk to each other quietly
- use your manners at all times

Determination

- try your best every day
- never give up (show a growth mindset)

REWARDS & SANCTIONS

Rewards

- Reward point System – Points are given linked to the code of conduct (see appendix 1) Children earn Golden time on a Friday by earning 100 points in a week. The three children with the highest termly points total, and two children chosen by the teacher, receive a reward afternoon at the end of each term.
- Milestone badges and other rewards are given linked to the reward point system: These badges are available in KS1, LKS2 and UKS2. Children are given badges and rewards for the following points total:

Ruby	1560 points
Sapphire	5200 points
Gold	7500 points
Emerald	9800 points
Diamond	12000 points
An ice cream treat	20000 points
£5 voucher	25000 points
Lunchtime VIP treat	30000 points
£20 voucher	35000 points



- Verbal Praise
- Body Language (smile, thumbs up etc)
- Whole Class Rewards
- Showing good work to Head teacher / Deputy / Assistant Heads
- Good Work Assembly
- Good News card / text messages to parents
- Bi-annual report cards
- End of year report comments
- Stickers
- Marking

In our Foundation stage, we use a “Proud Cloud” system to reward positive behaviours. 10 completed Proud Clouds will achieve a Golden Proud Cloud

SANCTIONS

When children fail to follow the Greswell Code of Conduct, or break the Golden Rule, they will be reminded and a sanction may need to be imposed. The sanction must:

1. Provide a clear boundary for future behaviour.
2. Protect others from continued harm or interruption.

Any time in sanctions must be logged on Edukey.

What is Low Level disruption?

- Shouting out / making noises / chatting
- Tapping pens and pencils
- Interruptions during group work
- Poor attitude to learning / reluctance to complete work
- Playing with Velcro on the shoes
- Walking around the classroom
- Scraping chairs on the floor
- Making excuses to leave the classroom

How can we help to manage Low Level disruption?

- Talk to the children about their choices
- Follow the policy consistently and ask for help early
- Look at seating plans
- Give children responsibilities
- Ensure positive attitude management is used consistently



Inappropriate Sanctions

- ridicule, sarcasm or remarks likely to undermine a child's self-confidence
- public or private humiliation (praise in public and remind in private)
- sanctions to whole groups or classes in cases of individual or small-group wrongdoing
- leaving a child in an unsupervised situation
- sanctions that are used in a discriminatory way
- consistently denying a child access to a particular part of the curriculum (including Thrive sessions)

Following Sanctions

When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe this as 'distressed behaviour' rather than 'challenging behaviour' because we understand that the behaviour is communicating a level of need within the child/young person.

Leadership and Management

The following staff are available to support all staff with concerns regarding behaviour:

John Cooper – Headteacher

Louise Goodison – Deputy Headteacher

Donna Whiteley Assistant Headteacher

Lis Rodgers – Pastoral Manager

Annette Cole – Learning Mentor

Kat Bentley-Dawson – Learning Mentor

Persistent Disruptive Behaviour

For children who persistently break the school code of conduct and do not engage with intervention and support offered, the next steps will be for them to be on a Proud Plus, giving the children targets to achieve weekly. This will be shared with parents. Children cannot attend after school clubs or represent the school at sporting events whilst they are on proud plus

Children with Special Educational Needs and Disabilities

Some children with specific needs will have personalised plans meaning they are treated differently to support their emotional and academic progress.

Serious Incidents

Serious incidents need to be treated on an individual basis and the circumstances investigated by a senior leader / member of the pastoral team. Internal exclusion, fixed term exclusions and permanent exclusions will be considered for the following offences. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence:

- Child-on-child abuse
- Refusal to comply (ignoring adults)



- Persistent swearing
- Spitting at another person
- Fighting
- Bullying (name calling, threatening behaviour, deliberate exclusion, picking on weaknesses, physical violence)
- Biting
- Racism
- Stealing
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property

Searches

The school doesn't need a child's consent to search them if they think your child has prohibited items, including:

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- vaping or tobacco products, e.g. cigarettes
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- mobile phones (these should be given to the class teacher)

Fixed-term and permanent exclusions

- Only the Headteacher (or the acting Headteacher) has the power to suspend (fixed-term exclude) or permanently exclude a pupil from school on disciplinary grounds. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year, or permanently excluded
- A suspension cannot be extended or 'converted' into a permanent exclusion. In exceptional circumstances, where further evidence comes to light, a further suspension or a permanent exclusion may be issued to begin immediately after the end of the initial suspension
- If the Headteacher excludes a pupil, they must notify the parents (or the pupil if over 18) without delay, providing the reason(s) for the exclusion, the length of the suspension or



confirmation of permanent exclusion, and information about their right to make representations to the governing board and request a review

- The Headteacher must also notify, without delay, the local authority, the governing board, and where relevant the pupil's social worker and/or Virtual School Head (VSH), of any suspension or permanent exclusion, regardless of length
- The governing board cannot exclude a pupil or extend an exclusion made by the Headteacher
- The governing board must consider representations made by parents (or the pupil if over 18) and, where required by law, must meet within statutory timescales to review the Headteacher's decision and decide whether the pupil should be reinstated
- The governing board may delegate its functions in relation to exclusions to a committee consisting of at least three governors
- When considering reinstatement, the governing board (or its committee) will:
 - consider the circumstances of the exclusion
 - consider representations from parents, the Headteacher, the local authority and relevant professionals
 - take account of the pupil's views where appropriate
 - ensure decisions are lawful, reasonable, fair and proportionate
- The governing board has the power to:
 - uphold the exclusion, or
 - direct reinstatement of the pupil
- If the governing board decides that a pupil should be reinstated, the Headteacher must comply with this decision.

In exceptional safeguarding circumstances, the school may temporarily require a pupil not to attend school premises (for example, to keep pupils apart following a serious incident). This is **not a disciplinary exclusion**. In such cases:

- parents will be informed without delay
- the governing board will be notified
- suitable education must be arranged where required
- the arrangement will only be used where necessary and proportionate



Bullying

See anti-bullying policy and anti-bullying policy information for parents.

Bullying Behaviour

- Use of aggression and physical force
- Threats
- A group of children working together against one child (or smaller group) to make them feel vulnerable
- Persistently ignoring and leaving someone out of activities
- Repeated unkindness and insult
- A whispering campaign
- Cyber bullying via social media, email or text messaging

We are all guilty of behaving unkindly and unpleasantly at times and it is not always easy, even for adults, to know when unkindness becomes bullying. We appreciate parental insight into changes of attitude within the home, which may signify bullying in some form is taking place.

Adult response to bullying

1. Counselling - Encouraging all children involved in any way, to untangle the events which led up to the bullying, review their own actions and consider the results
2. Talk to witnesses
3. Record incident
4. Plan a way forward to avoid repetition
5. Review the Plan after a few days to ensure it is working and modify as necessary
6. In more serious or repeated cases contact the parents.

This may lead to:

- Agreed actions between school, parent and child
- Work with empathy dolls in Foundation Stage
- Child being assigned to a Midday Key Worker
- Parents asked to escort the aggressor to and from school
- Nurture groups for victims of bullying and or bullies
- Parents invited to attend some lessons with their child
- Possible team meeting
- Short term exclusions (suspension)
- Continued or very serious incidents may lead to an immediate exclusion from school

This policy links to the following policies:



- Relational Inclusion Policy
- Anti-Bullying Policy
- Anti-Bullying Information for Parents
- Home-school agreement
- SEND policy/local offer
- Safeguarding policy
- EYFS policy
- Equal opportunities policy
- Inclusion policy

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS, STAFF AUTHORISATION – REMOVE AND 1 PAGE POLICY

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”. (George Matthews - Director)

Under the latest government guidance (July 2013) no school should operate a policy of ‘no physical contact.’

In law all staff may use reasonable force:

- where action is necessary in **self-defence** or because there is an **imminent risk of injury** e.g. a pupil attacks a member of staff or another pupil
- where there is a developing **risk of injury**, or **significant damage** to property. e.g. a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism
- where a pupil is behaving in a way that is compromising good order and discipline. e.g. a pupil is behaving in a way that is **seriously disrupting** a lesson and **persistently refuses** to go into isolation or leave the classroom
- to search pupils for weapons without their consent (Violent Crime Reduction Act 2006)

This authorisation list and related policies on Use of Force, Behaviour, Anti-Bullying etc do not remove or negate this right.

At our school we believe that physical intervention should only be used when necessary and place a strong emphasis on avoidance, prevention and de-escalation strategies. Physical intervention is only used to ensure the physical and emotional safety of the children in our care and is always driven by the best interests of the child.

Many Staff have been trained in the Team Teach methods of positive handling and physical intervention.



If physical intervention is required to control or restrain a child, a member or members of staff from the following list should be called as soon as and whenever possible.

Name	Role	Based	Qualified
Becky Krool	Teacher	Year 3	January 2023
Louise Goodison	Deputy Headteacher	School	January 2023
Helen Jackson	Teacher	School	January 2023
John Cooper	Headteacher	School	January 2023
Donna Whiteley	Assistant Headteacher	School	January 2023

Any use of physical intervention will be logged on Edukey.

Children will always be offered the opportunity to access a safe place (SLT or Pastoral office.)



Appendix 1

Rewards

Each of the following behaviours will earn **3** points:

- **P**- Looking after property, tidying cloak rooms, picking up rubbish, keeping tables tidy etc
- **R**-Showing respect e.g. holding doors open, using manners, being polite, being helpful, being honest
- **O**- Arriving at school on time, being prepared for learning with correct equipment, completing homework and handing it in on time, reading at home 5 times per week, wearing the correct uniform, having correct P.E. kit in school
- **U**- Listening to others, positive group input, showing concern/empathy
- **D**- Being determined, trying your best, persistence

The following attitudes will be awarded **5** points:

- Outstanding outside
- Amazing attendance
- Happy homework

PROUD pupil 10 points- Awarded to those children who receive proud pupil certificates during assembly.

WOW! 10 points - should only be awarded for an outstanding piece of work, for making extraordinary progress or doing something exceptional etc.



Deductions

Deductions should be used in line with the Relationship and Attitude to Learning Policy and only when completely necessary. Points can be deducted for low level disruption based on the 'flip side' of the rewards.

3 points can be deducted for any of the following behaviours :

- **P**- Defacing school property inc. doodling on books, dropping rubbish, damaging school property, not keeping areas tidy etc
- **R**- Being disrespectful, speaking inappropriately to adults/peers, using inappropriate language, telling lies, not accepting responsibility, being unkind, not sharing etc
- **O**- Incomplete homework, continually not returning homework, continually not having P.E. kit/correct P.E. kit, running in school, not lining up appropriately
- **U**- Being rude, being loud, hurting someone's feelings
- **D**- Insufficient work, putting in minimal effort

Hurting others verbally or physically will result in having 10 points deducted.

- If a child receives 3 reminders, they will have PROUD points deducted



Appendix 2

Greswell Primary School 3 Reminder Time-in Reflection Sheet

Name _____ Class _____ Date _____

Reasons you were given three reminders:	
How did your choices impact on other children and staff?	
What do you need to do differently when you return to the lesson?	
Are you ready to return to learning?	Yes/No Any further reminders will result in you being removed from the lesson



Greswell Primary School

Policy: Relationship and Attitude to Learning Policy

Implementation date: July 2026

Next review date: July 2027

Signed 07.07.26

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Chair of Governors

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Date

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Headteacher

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Date