



## **Relationships and Behaviour Policy**

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| <b>Reviewed by</b>      | Josie Payne (Head Teacher) |
| <b>Review Frequency</b> | June - Annually            |
| <b>Approval</b>         | FGB                        |
| <b>Approved</b>         | May 2025                   |
| <b>Next review due</b>  | May 2026                   |

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## Our Values and Beliefs

As a community we have high expectations of behaviour and achievement for every member. This policy aims to ensure consistency in the way all staff, students, parents and carers promote behaviour for learning in the classroom and throughout the school. It is based on clear values: mutual respect, fairness and inclusion. The policy promotes building positive relationships and self-regulation, respect and tolerance for others and the importance of actively listening to all members of the school community.

### 1. Aims

This policy aims to:

- Provide a consistent approach to positive behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform
- Swearing

**Serious misbehaviour** is defined as:

- Repeated breaches of the schools expectations for behaviour
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour including hate speech and any other offensive language or actions
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Mobile phones
- E Cigarettes or vapes
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying          | Definition  |
|---------------------------|---|
| Emotional                 | Being unfriendly, excluding, tormenting   |
| Physical                  | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Racial                    | Racial taunts, graffiti, gestures   |
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the schools expectations for positive behaviours
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct**

Pupils are expected to:

- Try their best in every lesson
- Show each other respect
- Listen to what others have to say
- Work together
- Have good manners
- Walk calmly around the school
- Be kind to one another
- Celebrate each other successes
- Always do the right thing
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Points for every lesson that go towards prizes that the pupils choose themselves
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Certificates in celebration assemblies every Friday

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of the schools expectations
- Sending the pupil out of the class for either time out or to work 1:1 with a member of staff
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Adaptations to provision eg Twilight provision
- Internal Exclusion

- Suspension

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

At the heart of our behaviour management approach is the school values. These are woven into the curriculum and are referred to during lessons and during unstructured times consistently. We approach the management of behaviour in a nurturing way rather than adopting a punitive model, recognising that students often communicate their feelings through their behaviours. Staff are trained to de-escalate situations, then consider the interventions which need to be implemented in order to ensure that we are meeting the needs of the students.

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's expectations for positive behaviours in their classroom
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Relational Practice**

Teaching and support staff support Pupils by responding consistently to ensure all students can access their learning and manage situations.

They will:

- Use everyday interactions to maintain relationships and agreements, promoting a calm, structured and supportive learning environment.

- Develop and build positive relationships by establishing trust and understanding, reaching agreements and setting boundaries and expectations for the pupils in all areas of the school.
- Resolving conflict with the use of restorative sessions and reflection time to recognise the impact of their actions on others and to restore relationships.
- Work collaboratively to identify extra support or changes which need to be made for the pupils.
- Assist pupils in recognising and managing their emotions and having clear plans to follow to ensure the safety and support of all pupils.

### 8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### 8.4 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's well-being manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.



Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the head teacher and the governing board every year. At each review, the policy will be approved by the head teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Suspensions policy
- Safeguarding policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

## **Appendix 2: Our positive approach**

### **Behaviour – The positive approach**

Know your pupils... positive relationships with pupils are the foundation for learning and the key to minimising unwanted behaviour.

- Adopt a consistent approach followed by ALL staff.
- Have fun! Make sure that learning activities are differentiated, engaging and lively.
- Keep a calm atmosphere, tone of voice and positive body language.
- Use clear and concise language: give positive instructions that tell the pupil what you want them to do.
- Say 'stop' instead of 'no'.
- Only 1 person speaks to the pupil (1 voice talking).
- Say the pupil's name first, then give the instruction.
- Allow processing and response time.
- Use distractors and motivators.
- Offer choices – 'do this or this'.
- Use work/reward as often as you need to.
- Give timed warnings that an activity is about to end.
- Use visual support.
- Give positive success reminders.