

Swineshead St. Mary's CE Primary School Relationship and Behaviour Policy

Policy name	Behaviour Policy
Member of Staff Responsible	SENDCo, Head of School & SLT
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Philosophy

Our mission is to support and challenge our pupils to be the best that they can be in a safe and caring learning environment where respect, responsibility, individuality and co-operation are valued.

1) Relationship and Behaviour Policy Principles

Through our Christian faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We believe in lifelong learning, aiming to equip our children to live life today and for tomorrow rooted in Christian love.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities. We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how, as caregivers, we can offer the pupils security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent, resilient, life-long learners.

As a school, we focus on relational connection and regulation first. We do this by putting relationships at the heart of our approach by truly listening and responding to our children's voices, to create and foster a safe and happy environment where all feel safe, secure and respected. All staff have received unconditional positive regard training.

We keep in mind that we are the adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.

We establish and maintain positive relationships with parents and carers; these are key to recognising and understanding a child's ever-changing emotional state. Regular conversations take place to ensure we understand the whole picture of a child's 'lived experience'; provision meets this need and effective adult relationships will support a child who may have experienced trauma.

2) Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To provide a shared understanding of good behaviour which embodies our Christian values.
- To ensure all learners are treated fairly, are shown respect and form good relationships.
- To create an ethos of kindness, compassion, responsibility, mutual respect, trust and love, enabling cooperation in all aspects of school life.
- To support learners in taking control of their behaviour and being responsible for the consequences of it.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3) Purpose of the Behaviour Policy

- To ensure safety by making boundaries of acceptable/appropriate behaviour clear
- To provide a calm, safe and supportive environment where everyone can learn well and protect from disruption
- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To provide clear guidelines for children, staff and parents of expected levels of behaviour

- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally
- To help children take control of their behaviour and be responsible for the consequences of it
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure that our children recognise their own personal development and mental health as a priority

4) Unconditional Positive Regard

Unconditional Positive Regard is a technique that is used widely across schools to ensure all children receive 'no matter what' response to behaviour. Positive Regard ensures that all children understand that regardless of their actions, we, as staff, will respond in an appropriate manner that meets their individual need(s).

Positive Regard is an approach that allows people to grow in an environment that provides genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard) and empathy (being listened to and understood). Relational consistency is key for us, which ensures that we commit to all members of staff being consistent in their nurturing approach. We will endeavour to ensure pupils feel well supported through any challenging moments that may arise in their school journey.

Positive Regard promotes that each day is a new day, each session is a new session and after each episode of negative behaviour there is an opportunity to then show positive changes. To support this, we encourage all members of our school community to use a restorative practice approach. We have a detailed way in which we carry out these conversations, to ensure all episodes of behaviour are supported consistently and fairly.

5) Restorative Practice (RP)

Being 'Restorative' focuses on building positive relationships based on responsibility, respect, and fairness. In turn this creates a community that is supportive, accountable, and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused. The five restorative questions are listed below.

- **What happened?**
- **What were you thinking of at the time?**
- **What have you thought about since?**
- **Who has been affected by what you have done?**
- **In what way have they been affected?**

- **What do you think you need to do to make things right?**

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

6) The Restorative Approach

Building a positive community including rules and high expectations. The ethos of the school underpins all rules and expectations relating to behaviour within the school. Children need to know and help understand the school/class rules and expectations. Each teacher works with their class to share the class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Children who follow the rules and expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

7) Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Staff congratulating children
- Celebrating achievements with others, either in class or during Celebration Assemblies.
- Positive feedback to parents (verbal and written via MCAS messages)
- Class Dojo points
- Dojo Shop/Activities
- Stickers
- Presenting good work to the senior leadership team or other class teachers

8) Leadership and Management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors

All staff will:

- To use rules and consequences clearly and consistently

- Meet and greet children at the start of the day
- Be at the door of their classroom at the beginning and end of each lesson
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who needs support
- Always redirect children by referring to the class charters
- To maintain records via CPOMS.

The Senior Leadership Team will:

- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, Dojos and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies
- To manage behaviour records on CPOMS and maintain records if directly involved

Parents will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's policy
- Inform school about any issues at home that might affect a child's learning or behaviour

9) School Systems and Social Norms

Strategies for positive encouragement include:

- Sensory Circuits
- Moodtrackers
- Energy Wall
- Lego Therapy
- Art Therapy

- Talking Therapy
- Growing Acorns

10) Dealing with Misbehaviour and Sanctions

It is widely recognised that children have clear and consistent approached to behaviour they are more likely to also behave in a more consistent manner.

We operate a very clear approach to how we can gather a class back together / larger groups together quickly. The following process is to be used by all staff.

Raise your hand and say the word	STOP
Then say	EVERYTHING DOWN (wait for all pupils)
Finally say	EYES ON ME

As this system become more embedded in school, we may simply raise out hand and children will know what we expect and react accordingly.

We follow the following stepped Behaviour Code:

- 1. Non-verbal warning**
- 2. Reminder of expected behaviour**
- 3. Final verbal warning**
- 4. Loss of Dojo points**
- 5. Consequence one issued: 5 minutes missed break time**
- 6. Consequence two issued: 10 minutes missed break time**
- 7. Consequence three issued: 15 minutes missed break time**

11) Managing incidents of unacceptable or inappropriate behaviour from playtimes

In our school, we do not distinguish between the authority of one adult to another, regardless of role. Children are expected to respect the authority of any adults on duty in the same way that they would with the teaching staff.

All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed.

The adults on duty are responsible for ensuring that children are actively engaged in play, that a good range of play equipment is available for the children; that they are safe; that the

playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school and don't want to be on the playground at lunchtime they can access the Growing Acorns nurture provision instead.

12) Further strategies used to support pupils who are experiencing behavioural difficulties:

- Referral to the Pastoral Manager
- Individual behaviour targets
- Personal Support Plans
- Reactive Plan
- Interventions
- Support from outside agencies

13) Safeguarding

Staff are aware that any changes in a child's behaviour may be a sign of abuse or neglect. If staff think this may be the case, then their concerns must be logged on CPOMS and a discussion held with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Leads (DDSLs).

Behaviour Incidents and Safeguarding

The school has systems and procedures to log, track and monitor all incidents affecting a child's well-being. We use the Child Protection Online Monitoring System (CPOMS) system which is monitored during supervision meetings. It is a secure platform used to record concerns, actions and impact of actions and links all categories pertaining to the welfare of individual children. Staff can communicate via this platform ensuring that everyone concerned is kept up to date and aware of the chronology of incidents and related actions. Key staff can see patterns of behaviour and cross-reference to any other concerns that are logged and use this information to take the appropriate action.

When should behaviour incidents be logged?

The child's class teacher should log the following incidents if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist or homophobic incidents (these also need to be reported separately to the HoS/EHT)

3. Severe swearing/verbal abuse

4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent

5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved

6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

14) Anti-Bullying

The school takes incidents of bullying very seriously and the process and procedure for dealing with incidences of bullying can be found in the separate Anti-Bullying Policy. Staff members will deal with incidents of bullying in a restorative not punitive way with those causing harm taking responsibility for their actions and making amends to those harmed. Staff members are aware that children who are perpetrators of bullying and/or victims of bullying can also be victims of abuse or neglect. If any incidents of bullying point to possible abuse of neglect staff will refer to the DSL/DDSL.

15) Use of Force

Key Points Regarding Use of Force

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.
- Some staff are trained in Team Teach Techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where Team Teach is used, it must be recorded on CPOMS.

What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.

- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

16) Links with Other Policies

SEND

We recognise that repeated misbehaviour can -

- Constitute a Special Educational Need in itself (concerns related to repeated misbehaviour may warrant a child being placed on the SEND register).
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil

17) Staff Induction, Development and Support

All staff will be appropriately trained in the school's behaviour management processes (including the duties owed to pupils with special educational needs (SEN), disabilities and mental health needs), particularly on induction.

All staff, including temporary staff and volunteers, are provided with comprehensive training through Flick which is the Trust's learning management system. This includes as a minimum:

- The school's Safeguarding Children Policy.
- Prevent training
- A copy of the Staff Code of Conduct
- A copy of 'Keeping Children Safe in Education'

18) Guidance on Specific Behaviour Issues

Child-on-child sexual violence and sexual harassment

- Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).
- Sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We will make it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.
- We will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We will advocate strenuously for high standards of conduct between pupils and staff and demonstrate model manners, courtesy and dignified/respectful relationships.
- Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing
- We will respond assertively to sexually inappropriate behaviour as an important intervention as it helps prevent challenging, abusive and/or violent behaviour in the future
- Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour
- It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

19) Behaviour incidents online

- Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The school is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.
- Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The same sanctions apply to these types of behaviours.

20) Banned Items

The Academy Committee considers that the following items are inappropriate and should not be brought into school:

- Chains
- Catapults
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails, etc)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- Aerosol (including deodorant and hair spray)
- E cigarettes
- Stink bombs
- Solvents
- Chewing gum
- Energy drinks
- Super Glue
- Needles (Syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the schools own drugs/medical policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium)
- Rope, cable ties

Monitoring and Review

The Relationship and Behaviour Policy is applicable to our entire school community and all stakeholders. The Senior Leadership Team will review the effectiveness of this policy annually and report the outcomes to the Academy Committee. The Leadership Team will monitor the implementation of this policy around school to ensure consistency in the delivery of the policy

