



# Behaviour and Relationships Policy

|                       |                              |
|-----------------------|------------------------------|
| Frequency: Annual     | Renewal Date: September 2025 |
| Committee: FGB        |                              |
| Reviewed October 2024 | No changes made              |

Our schools are invested in supporting the very best possible relational health between all adults and children.

Our Christian Values: responsibility, respect, perseverance, courage, hope, compassion, trust, forgiveness, truthfulness, thankfulness, friendship and peace are woven through our curriculum, our interactions and how support the children in making choices in their behaviour.

**We firmly believe that all children have the right to learn and adults have a right to teach in a positive environment.**

#### **Aims:**

- To build positive relationships with all children.
- To give attention to the behaviour that we want to see.
- To demonstrate consistent and calm adult behaviour.
- To provide clarity of expectations and boundaries.

**Children use behaviour as a way of communicating. It is the adults' responsibility to understand and identify what they are trying to communicate.**

#### **Aims:**

- All adults are **role models** for positive behaviours.

- **Protect**- we always ensure children are safe and protected. This may mean they need to be removed from danger or triggering situations and environments
- **Relate**- we support our children through meaningful relationships with emotionally available adults. These relationships help our children to feel safe, valued and understood.
- **Regulate**- we support our children through the use of therapeutic interventions and restorative conversations to regulate our children to the point that they are able to re-enter the classroom.
- **Reflect**- we support our children to think about their actions, repair relationships, and think about how they will deal with situations that arise, differently, next time.

**We want all people to feel safe, happy and respected in school.**

**Aims:**

- To provide consistent routines which are shared with the children.
- To set clear rules and expectations with appropriate follow-up actions applied fairly for all children.

**What happens when a child demonstrates unacceptable behaviour?**

In our schools, we understand that a child can express an unmet need through inappropriate behaviours, e.g. shouting, swearing, refusal to follow instructions, etc. We pride ourselves on being **‘THRIVE’** schools and follow the principles of a relational approach. This means that we are committed to a **therapeutic approach to help support children with their social and emotional development**. Thrive approach is a whole school strategy based around, current models of child development and current studies of effective learning to help adults to understand children's needs as shown by their behaviour. In addition to this, we are aware of the impact of Adverse Childhood Experiences (ACES) have on children and young people and the emotional difficulties that may occur as a result.

Up to date neuroscience research also tells us that the synapses and neuronal pathways are not always fully connected in some children and they are therefore unable to regulate their emotions in the same way as their peers.

Reflection is key and ensures that children are supported to think about the consequences of their actions. They are supported to understand how their behaviour has impacted another child/ren, classroom environment etc. and why the behaviour is unacceptable. When a child is regulated and able to understand why and what has happened, formal consequences can be used.

**Boundaries and Consequences**

Setting boundaries is important. They are like lines on a sports field. If you cross them, the consequence is the game stops, or someone gets a penalty. Children can understand boundaries and consequences in the same way.

Boundaries make children feel safe as they know what's expected of them. They tell children that adults are in charge and are looking after them. Boundaries and consequences teach children to make good choices.

We firmly believe that all children have the right to learn in a positive environment as such we have 3 rules that we expect everyone to follow in school.

**3 rules**

**Be Responsible:** For learning, for actions. Be organised, focussed and positive.

**Be Respectful:** Treat yourselves, others and the world with kindness

**Be Safe:** Behaviour that harms or could potentially harm children or adults is unacceptable.

These, alongside our 12 core Christian Values underpin that every member of the school community behaves in a considerate way towards others.

## **Pupil conduct in school**

**To maintain a safe environment** and be respectful to other learners, children and adults must walk quietly around the classroom and shared spaces.

During larger gatherings such as collective worship, children and adults should be arrive and leave in silence and listen attentively to the person leading the session. During activities, noise should be kept to a level where the adult can give an instruction without raising their voice. This ensures the session can be led safely and demonstrates respect for the class teacher/coach.

All staff are expected to respond to behaviour around the school; inappropriate behaviour should consistently be challenged. The class community are expected to show respect to others by listening attentively, not distracting others and remaining focused on their learning.

## **Rewards**

**To promote good behaviour** in the classroom, a positive atmosphere should be created in which children are praised for behaving well and rewarded with the following types of incentive:

- Dojos (team points);
- Photos shared with parents via Class Dojo;
- Celebrated on the class recognition board;
- Certificates and recognition in celebration assembly;
- Positive phone calls home;
- Hot chocolate with the Head;
- Sharing excellent learning with the Head/subject leads/previous teachers;
- Invitation to join the VIP table at lunchtime.

## **Sanctions**

Although our approach to discipline promotes positivity, there also needs to be a clearly understood set of sanctions, which will be applied when rules are broken. Our stepped approach is set out as appendix 1.

We believe in providing the opportunity for children to change their behaviour. After issuing a child with a warning, we use restorative conversations to help children understand the impact of their choices and to help them to consider a better approach for the future. Increase severity of poor behaviour will necessitate increased involvement of the Senior Leadership Team.

## **Persistent Unacceptable Behaviour**

Children that regularly display unacceptable behaviour may require a specific individual Action Plan to address their difficulties. This will normally be drawn up by the class teacher and will involve discussion with the head teacher, SEN leader and parents. Please also refer to the Exclusion and Anti-Bullying policies

## **Working together to promote excellence in behaviour**

The school collaborates with parents, so that children receive consistent messages about school expectations of being respectful, responsible and safe.

If parents have any concerns, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Lead or Deputy Head. Should further action still be required they can speak to the Head of School or Executive Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See Complaints Policy)

### **The power to discipline beyond the school gate**

The school believes that the main responsibility for a pupil's behaviour beyond the school day lies with parents. However, it is also aware of the importance of pupils representing the school well, within the local community, especially when in school uniform. Therefore, in most cases, if the school is made aware of poor behaviour outside of the school day / premises, a senior member of staff will liaise with a child's parents. Most discipline for such behaviour should then be given at home, by the child's parents, however sanctions may be applied within school when appropriate. In more serious cases of poor behaviour outside of school hours, (such as vandalism or violence) the police may be contacted.

If the school receives reports of bullying outside of school hours, including cyber-bullying, it will work with parent to bring about positive change.

### **Defining bullying**

[Refer to the school's anti-bullying policy for more information about processes in response to bullying.](#)

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".) Bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

The aims and objectives of this policy are to develop and maintain:

1. a culture of respect where difference is valued
2. a system of support for children who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

### **What is bullying?**

As a school we have adopted the locally agreed definition of bullying.

- Goes on for a while or happens regularly
- Is deliberate; the other person or persons wants to hurt, humiliate or harm to the person
- Involves someone (or several people) who are stronger in some way than the person being bullied.
- The person doing the bullying has more power; they may be older, stronger (possibly both physically and emotionally), there may be more than one or they have some 'hold' over the person.

- May be perceived as peer pressure
- May go unreported if children do not feel safe to report it

## **Prevention**

Our community is developing a culture that embraces differences and never tolerates bullying.

There are four key strands to our approach:

- Educate every child to understand what bullying is (in a way that is appropriate to their age and stage of development)
- Help every child to exemplify the school value of 'respect' through regular work and discussion about difference, tolerance and empathy
- Ensure all children know what to do and who to speak to, if they are being bullied or if they are concerned for another child
- Ensure parents and carers know what to do and who to speak to, if they are concerned that their child might be being bullied

## **Responding and Supporting**

We support through:

- Having a trusted adult children can talk to
- Posters displayed around the school, e.g. Child Line, NSPCC
- Collective Worship themes and values
- Good communication with parents and carers
- Peer Support
- External Agencies
- Being supported inside and outside of school
- Listening and not judging
- A compassionate, understanding approach

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:

1. Listen to the child who has been bullied and identify the type of support they feel they need
2. Listen to the child who has bullied and identify the type of support they need
3. Apply disciplinary protocols consistently and fairly
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties
5. Complete the schools recording forms and involve outside agencies (such as Educational Psychologists, THRIVE Leaders and Behaviour Support Service) as appropriate.

## **Child Protection**

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Safeguarding Lead for Child Protection who will refer to Children’s Services Social Care.

## **Reporting**

Our school has a clear system for gathering information about behaviour within school. We track the outcomes of individual incidents of unacceptable behaviour and bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children / young people and parent/carers.

## **Resources**

### **DfE resources**

DfE Behaviour and Discipline in Schools Guidance:  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

## **Legislative links**

Schools’ duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

## **Specialist Organisations**

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

**Beatbullying:** A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

**Kidscape:** Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

**Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

## Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

## LGBT

**EACH:** A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

**Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

**Stonewall:** An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

## SEND

**Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.*

## Key Documents

- i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>
- ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>
- iii. VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying  
<http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf>  
Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)
- iv. Ofsted. Children on bullying A report by the Children's Rights Director for England  
<http://www.ofsted.gov.uk/resources/children-bullying>
- v. Children on Bullying – A Report by the Children's Rights Director of England OfSTED 2008  
[www.ofsted.gov.uk/resources/children-bullying](http://www.ofsted.gov.uk/resources/children-bullying)
- vi. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying.  
[www.homeoffice.gov.uk/equalities/equality-act](http://www.homeoffice.gov.uk/equalities/equality-act)
- vii. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate [www.direct.gov.uk/en/CaringForSomeone/.../DG\\_10027594](http://www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594)
- viii. Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012 [www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys](http://www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys)

- ix. Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society <http://www.gires.org.uk/assets/Schools/TransphobicBullying>



[Appendix 1:](#)

| <b>What does this look like in practice?</b>  |   |
|---|---|
| <b>Thank you!</b>   | Hot-chocolate Friday in recognition of continued effort, achievement, being an excellent role model and living out our school values.   |
| <b>Let's celebrate!</b>   | Celebration assembly certificate in recognition of your excellent efforts   |
| <b>Share your success in school</b>   | Share learning with the headteacher.  |
| <b>Photo on dojo profile</b>  | Celebrating excellence - we want to share your efforts with your family.  |
| <b>Positive dojo</b>  | Celebrating and promoting expectation to others.  |
| <b>Praise from teacher</b>  | Recognition for excellence.   |
| <b>Start here each morning</b>  |   |
| <b>Turn-around time</b><br>(Re-Focus and Reminder)  | This can comprise of a simple strategy to engage the children's focus or a reminder about the school rules. The amount of time before a warning is given is dependent on teacher choice, taking into count relevant factors.  |
| <b>Warning</b>  | A warning is given to the child explicitly mentioning that this is a warning, what rule has been broken and what will happen if this behaviour continues.   |
| <b>Time out</b>   | After continued inappropriate behaviour, the child is asked to step outside the classroom or to go to a parallel teacher for approximately 2-5mins. Question on re-entry: Are you ready to learn? A positive / restorative conversation ( <b>Repair</b> ) will take place during the next break or at the end of the day.                     |
| <b>Leadership team check in time</b><br>(Time out of class)   | The child leaves the child class for the rest of the session to complete work away from the class with a member of the SLT. 15 minutes of the next break will be missed and a restorative conversation will take place which may also involve the class teacher. The child's parents will be informed and the incident recorded on MyConcern. |
| <b>Follow-up action</b>   | Regular attendance at 'Check-in' time will lead to behaviour intervention. Two appearances at 'check-in' time in the same day will lead to an internal exclusion.   |
| Head teachers will decide on support and sanctions to address serious misconduct. Parents will be expected to attend a meeting to discuss behaviour, where support will also be offered in the form of an individual action plan. Exclusion will be used when deemed necessary i.e. to maintain the safety of our children. |   |

