

Brown's C of E Primary School



Every Child Matters

POLICY

For

Relational Behaviour Policy 2025-2026

'I can do all things through him who strengthens me.' Philippians 4:13

Policy Co-ordinator: Headteacher/Senior Teacher
Original Policy Dated: September 24
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This policy acknowledges the school's legal duties under the Equality Act 2010, Education Act 1996, Schools Standards and Framework Act 1998, Education Act 2002, Education and Inspectors Act 2006, Education Act 2011 and the DfE Guidance for schools on Behaviour July 2011.

Our Vision

As a **caring**, inclusive school, we use our positive and consistent expectations to enable all members of our school community to **learn** and flourish. We want **enjoyment** of what we do together to support our work towards **achieving** excellence in all that we do. We recognise the value of each person in our community enabling all to become effective agents of change in the world.

Our Values /Beliefs

We strongly believe that successful learning can only begin to take place when all members of our school community feel safe, valued and respected.



As a caring community we have worked with all stakeholders to ensure that our school can provide a safe and happy learning environment that respects individuality.



We believe that every member of our school community should be valued, respected and treated as an individual, in accordance with our school vision.

'So in everything, do to others what you would have them do to you.' Matthew 7:12

Central to this aim is the expectation that the children of Brown's C of E Primary School will display high standards of behaviour and treat other people as they would wish to be treated themselves. At the heart of our belief is that all children are loved by God, are individually unique and that our school and the LAAT Trust has a mission to help each child to fulfil their potential in all aspects of their personhood – physical, academic, social, cultural, moral and spiritual. As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

In our school we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children.

We know, at times, that some pupils will make poor choices but, in our school, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.



Rights and Responsibilities

All classes at the beginning of a school term come up with a class charter which they all sign and agree to, children will be referred to this when we see poor choices being made. All members of our school community are aware of their rights and agree that with these rights come responsibilities:

All pupils and adults work in an orderly community in which effective learning can take place.

All pupils have the opportunity to develop a sense of self discipline and an acceptance of responsibility for their own actions.

All pupils and adults are given mutual respect and an appreciation of their needs.

All pupils and adults develop a positive attitude to behaviour.

All pupils and adults have the opportunity to develop positive self-esteem.

All pupils and adults to enjoy a welcoming environment where good relationships can develop and evolve.

All pupils and adults have the right to work in a safe and secure environment in which they can develop as positive, responsible and independent members of the school community.

All pupils and adults are able to enjoy their time at school.

Positive Regard

Our relational policy is based on positive regard, it creates a powerful approach to building and maintaining healthy relationships, fostering a sense of community, and resolving conflicts. We emphasise on building trust, empathy and accountability, focusing on repairing harm and rebuilding relationships rather than solely punishing individuals. This approach acknowledges the worth and potential of every individual within our school, promoting a positive behaviour and supportive environment where everyone can thrive together.

Positive regard means believing in the potential of young people as an individual, to change and improve even when they make mistakes. It involves treating them with respect, empathy and unconditional positive regard, while still holding them accountable for their actions.

Restorative questions in positive regard focus on understanding what happened, its impact and how to repair harm. Shifting the focus from blame to understanding and resolution. Instead of asking “what's wrong with you?”, Restorative questions explore what needs were met and what can be done for the individual moving forward.

Breakdown incidents in three steps:

1 Understand the incident:

What happened? Simple question opens the door for the young person individual to share their perspective.

What were you thinking at the time? Understands thoughts and feelings, understanding motivation and potential triggers.

What have you thought about since? Understanding and investigating the individual's reflection and processing at the event afterwards, revealing any potential growth or understanding.

2 Exploring impact:

Who has been affected by what you have done? Exploring the impact on others, fostering empathy and sense of responsibility.

In what way have they been affected? This delves deeper into the specific consequences of the action on those involved.

What has been hardest thing for you?

Promoting understanding rather than judgement, the individual acknowledges own experience and potential struggles related to the situation.

3 Facilitating repair and moving forward

What do you think needs to happen to make things right? This empowers the individual to take ownership and participate in finding solutions with support.

What do you think you need to do to find closure / to move/ for things to be better? This focuses on the individual needs for healing and resolution

What needs to happen now? This prompts action and a plan meeting moving forward inch and ensuring a sense of closure and progress.

Responsibilities

Children's responsibilities:

- To work to the best of our abilities;
- To learn from mistakes
- To contribute to a positive learning environment
- To allow others to do the same;
- To treat others with respect;
- To follow instructions from school staff and cooperate equally
- To take care of property and the school environment;
- To co-operate with others;
- To act with self-discipline and reflect on actions

Staff Responsibilities:

- To have high expectations for all pupils;
- To treat all children fairly and with respect;
- To use restorative and reflective practice.
- To understand that all behaviour is communication.
- To raise children's self-esteem and develop their full potential;
- To use rules and sanctions clearly and consistently;
- To praise positive and address unacceptable behaviour
- To provide a challenging and relevant curriculum;
- To create a safe and pleasant learning environment;
- To be a good role model – modelling positive behaviour
- To form a good relationship with parents so that children can see that the key adults in their lives share a common aim;
- To recognise each child as a unique individual.
- To commit and provide early intervention – identifying and addressing potential behaviour issues early on

Parents' Responsibilities:

- To make children aware of appropriate behaviour in different situations;
- To foster good relationships with the school;
- To encourage independence and self-discipline;
- To show an interest in school activities;
- To support the school rules and expectations;
- To respond to invitations from the school to discuss their child's behaviour as this helps to break down barriers between school and home and makes the acceptance of a combined responsibility more likely.
- To support the school in the implementation of this Behaviour Policy.

Volunteer and Visitor Responsibilities

- To treat all children fairly and with respect;
- To work with school staff to support pupils in school;
- To demonstrate respect towards others and be good role models to the children.

It is important that the emphasis is on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment.

Praise will be given in many ways which may include:

- a quiet word or encouraging smile
- a written comment on pupils work
- a visit to another member of staff for commendation
- a public word of praise in assembly or a class
- the award of a House Point
- displaying pupils work in a prominent place
- a Star of the Week certificate for effort in work or general attitude to school
- a letter home to parents.

Staff should avoid punishments which humiliate pupils. Whole class punishments should be avoided in order not to build up resentment in the innocent.

The table below shows examples of positive behaviour choices.

Attitudes	Work
Care for others	Accuracy
Effort	Achievement
Fairness	Completion of work
Honesty	Consistency of effort
Good manners	Determination
Initiative	Effort
Respectfulness	Independence
Self-discipline	Organisation
Supportiveness towards others	Punctuality/attendance
Thoughtfulness	Perseverance
Reliability	Presentation of work
Responsible behaviour	Motivation
	Study skills

We
see
our

children very much as “works in progress” with lots to learn both academically and socially. Therefore, we accept that they will make mistakes from time to time. It is only by making mistakes and being taught an alternative that we can learn.

Mistakes
Are The
Stepping Stones
To Learning!

For most children engaging in low level behaviours, a low-level consequence is often sufficient for them to begin to change their behaviours.

When children don't respond to the low-level sanction it is important that a clear system informs next steps.

Sanctions which may be used are:

- Immediate checking of misbehaviour by verbal and non-verbal individual and public indications of disapproval.
- Work to be repeated where it is clearly below the pupil's potential.
- A minor penalty, where possible, relevant to the offence.
- Loss of part of play time or, in more severe cases, the whole play time. (Pupils must be supervised)
- Withdrawal from one class to another for a short period of time with a member of staff's agreement.
- Referral to the Executive Headteacher/Head of School.
- Parental consultation, preferably at an early stage.
- Temporary exclusion in extreme cases (maximum 15 school days per academic year).
- Permanent exclusion.

All sanctions should be seen to be fair by the pupils and applied consistently.

Teaching and non-teaching staff on duty will deal with misbehaviour as it happens. In cases where the misbehaviour is of a more serious nature then the matter should be made known to the pupil's class teacher.

At all times children will be spoken to about their actions. We believe children should have a new start after their reflection time, however should the same incident occur again it will move up in seriousness.

In all instances minor incidents should be dealt with by the staff member who witnessed the incident and may be recorded on the schools system CPOMS.

These incidents will usually result in a low-level sanction and for most of our children this will be sufficient for them to modify their future behaviour.

Medium incidents **will** be dealt with by the teacher/ adult in charge and will **usually** result in the child receiving a low or medium level consequence, the incident is again logged on the schools CPOMS system and at this point parents/carers may be spoken to at home time to highlight what happened and the consequence. We believe that once the consequence has taken place then we wipe the slate clean and the child has a fresh start and hope that lessons have been learnt so the incident isn't repeated.

Serious and Very serious incidents may need to be dealt with by, Mrs Maddick (Head of School), Mr Trafford (Executive Head) or a member of the senior leadership team. Following such an incident the child will, be given time to reflect on the incident and talk through it with a member of staff and a phone call will be made to parents or carers.

Parents/ carers may be asked to attend a meeting at the school at all parties earliest convenience. The purpose of the meeting will be to discuss the incident, plan appropriate sanctions and agree any future actions.

Exclusions both fixed term or permanent may be for a build-up of unmanageable and unacceptable behaviour, but may also be for a one-off incident. Following a fixed term exclusion a parent must attend a reintegration meeting with either the Executive Head or Head of School along with the pupil.

See also Government guidelines: <https://www.gov.uk/school-discipline-exclusions/exclusions>

Appendix 1

The table below details a non-exhaustive list of types of behaviour leading to specific sanctions.

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction	
Stage 1	Verbal warning, change of seating.	Low level unwanted single event behaviour e.g not listening, dropping litter, poor manners etc.	
A second verbal warning can also be given if needed before stage 2.			
Stage 2	Time out within the classroom, or time out with lunchtime supervisor.	Continued low level unwanted behaviours. Refusal to follow reasonable instructions.	Incidents, actions and sanctions are recorded on CPOMS.
Stage 3	Time out within another classroom.	Rudeness. Lack of respect shown. Use of inappropriate language. Lack of effort towards class tasks. Unwanted persistent low-level behaviour or a single more serious event. Refusal to follow reasonable instructions.	
Stage 4	Withdrawal from break time or lunchtime with peers.	Continued behaviours as above. Single more serious event. Parents/ Carers informed by class teacher.	
Stage 5	Send to Head of School and/or possible withdrawal of privileges.	Continuing behaviours as above. Fighting. Repeated events of unwanted behaviour. Parents/ Carers informed by class teacher.	
Stage 6	Send to Head of School or Executive Head Teacher, parents contacted and/or possible withdrawal of privileges. <i>* This stage could lead to the stages below following the outcomes of meetings and reviews of evidence.</i>	Bullying. Cyber-bullying in school. Serious single event. Persistent low-level behaviours. Damage to school property. Stealing.	
Internal Exclusion		Serious single event. Continuing persistent behaviours over a period of time.	
Fixed Term Suspension *Fixed term suspension could lead to permanent exclusions following reviews of evidence and advice taken.		Persistent disruptive behaviour. Serious single event usually where the physical or emotional safety of other children or staff is a concern. Evidence of bullying. Evidence of in school cyberbullying. Evidence of behaviours of a homophobic or racist nature.	
Permanent Exclusion (expelled)		In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.	

Exclusions both fixed term or permanent may be for a build-up of unmanageable and unacceptable behaviour, but may also be for a one-off incident.

Following a fixed term exclusion a parent must attend a reintegration meeting with either the Executive Head or Head of School along with the pupil.

See also Government guidelines: School discipline and exclusions: [Use of reasonable force in schools - GOV.UK](https://www.gov.uk/government/guidelines/school-discipline-and-exclusions)

Appendix 2

Restorations to be carried out and questions asked



Questions for wrong doer	Questions for injured party
What happened? Who has been affected? Who has been affected by what you did? How might they feel? What were you thinking at the time? What have your thoughts been since? In what way have they been affected? What do you think you need to do to make things right? What have you learnt?	What did you think when you realised what had happened? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

Use of Reasonable Force

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Prohibited items, searching pupils and confiscation.

The Executive Head of School and Head of School and staff authorised by them have a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy.

The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - a. To commit an offence; or
 - b. To cause personal injury to any person, including the pupil themselves; or
 - c. To damage the property of any person, including the pupil themselves.

Monitoring of Behaviour

Behaviour is monitored by the Head of School and the Executive Head Teacher using the CPOMS tracking tool. Patterns in behaviour may be identified and addressed with children and/or parents in order to best support the children. All incidences of behaviour from medium levels onwards is recorded using CPOMS.

Additional Support

Additional support is available through the schools SEN systems and via additional interventions supported by the schools Learning Mentor. We recognise that some pupils may need more support than others to develop their skills and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

If necessary, pupils will be provided with an Individual Behaviour Plan. IBPs are reviewed termly. This supports the achievement of short, realistic targets and links to our SEN Pupil Passports. Parents are informed at every stage of this process.

For pupils with more significant difficulties with behaviour, the school will seek to work in partnership with outside agencies such as the Behaviour Outreach Support Service (BOSS) and the Educational Psychologist. This will usually take place after IBPs have been implemented.

The school may also consider the involvement of Social Care and Health Services. The school will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with SEND and other pupils as their personal circumstances warranted it.

Adjustments made and agreed would be shared with staff members in school. This may mean that there is an appearance of the policy not being adhered to at times as rewards and sanctions are applied 'differently' but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

Bullying

Bullying is unacceptable and will not be tolerated in school. Please see the school 'Anti-bullying Policy' for more detailed guidance.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Supporting Supply and Cover Teachers

Supply and cover teachers should be supported by:

- All staff
- Lesson planning in an easy to follow format.
- Lessons that are reasonable for someone other than the class teacher to implement and manage.
- SEND support before the supply teacher begins with a class.
- Relevant medical information on Bromcom
- Password to laptop
- Deploying support staff to help children settle at the start of sessions where appropriate.
- Class teachers following up behavioural problems with parents when appropriate.
- Summary of the school behaviour policy.

Uniform

We have a dress and hair style code which allows the children a sense of belonging to Brown's C of E Primary. The code is published on our school website and in the School Prospectus. We ask that all parents support us in ensuring that their children wear the correct uniform.

- All staff will ensure that children are adhering to the uniform code and question them if they are not wearing the correct uniform.
- Staff will remind children of the standard of dress we expect i.e. for them to look neat and tidy and enforce the uniform code.

Staff Development

The School may use external professionals to provide whole school training as required. Staff are also signposted to relevant support and training as appropriate. In house training is provided in order to support staff development further.

References

Policy refers to;

- The Department for Education's Behaviour in Schools: Advice for headteachers and school staff (September 2022)
- The Department for Education's Mental health and behaviour in schools (November 2018)
- The Department for Education's Searching, Screening and Confiscation: advice for schools (July 2022)
- The Department for Education's Behaviour and discipline in schools: Guidance for governing bodies
- The Department for Education's use of reasonable force: Advice for headteachers, staff and governing bodies. (July 2013)

