

Behaviour and Relationship Policy

Together we care, challenge and explore



Date adopted:	27/9/2023	Last reviewed:	27/9/2023
Review cycle:	2 yearly	Is this policy statutory?	Yes
Local approval:	Headteacher	Local author:	Sam Sawyer
Next review Date	July 2025		

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform
- › **Serious misbehaviour** is defined as:
 - › Repeated breaches of the school rules
 - › Any form of bullying
 - › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes and touching without consent
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - › Vandalism
 - › Theft
 - › Fighting
 - › Smoking and vaping
 - › Racist, sexist, homophobic or discriminatory behaviour
 - › Possession of any prohibited items.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 strategy [insert link].

Roles and responsibilities

The Local Committee

The Local Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

New staff are familiarised with this Relationship Policy as part of their induction. Supply staff have a summarised form of the Relationship Policy. However, if they are employed for any longer period of time (over two weeks) they are inducted in the same way as an appointed member of staff.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
Extra support and induction will be provided for pupils who are mid-phase arrivals.

School behaviour curriculum

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

Our approach to behaviour is represented in our values '**Care, Courage and Curiosity.**'

We always prioritise the safety of our pupils and staff. Everything we do in school is underpinned by our safeguarding procedures. All classes have their own **Class Charter**, which is agreed with the whole class at the start of each new academic year and also forms part of our behaviour management toolkit

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with pupils (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

All children regardless of race, gender, gender status, sexual orientation, age, religion or disability have a right to feel safe at school. We teach our children about the protected characteristics to better support their understanding of respect to all people.



A Relational Behavior Model

Ashley Primary School is proud to be a Restorative School, which means we teach our children to build and maintain relationships. When things go wrong, as they sometimes do, we have forgiveness at the heart of all that we do. Restorative practice is a term used to describe a way of maintaining healthy relationships, resolving difficulties and repairing harm when relationships breakdown. We use structured conversations to support this.

What are the key benefits of Restorative Approaches in schools?

- A safer, more caring and respectful environment.
- A more effective teaching and learning environment.
- Better relationships amongst staff and pupils.
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people.

- Emotionally literate pupils, who can express their feelings and show empathy towards the feelings of others.
- Restorative Approaches and Practices provide the foundation to build, maintain and repair relationships positively with the whole school community.

As part of this process the children are taught about the **Zones of Regulation** (see Appendix) where they look to understand their feelings through the use of colours, (**Colour Monsters in EYFS**). Children are taught about identifying which zone they are in and how they can help themselves move to a calmer colour.

Responding to behaviour

What do we do to teach and promote positive management of behaviour?

REWARDS

Good behaviour is celebrated in Ashley School in a variety of ways including (in no particular order):

- Teacher praise
- Stickers
- Maths Stars
- Dojo points across the school
- Reception and Key Stage One: Class mascot to take home
- Texts/emails home –or verbal contact on the playground to tell parents of good days
- Extra responsibilities in class
- Weekly Achievers certificates for two children per class
- ‘Phase Praise’ where children are sent for good work to the Phase Leaders
- Stickers given when children are sent to a member of the Senior Leadership Team.
- Termly Book Prizes; Art prize, PE prize
- Headteachers Golden Pencils

Viewing behaviour as a learning process

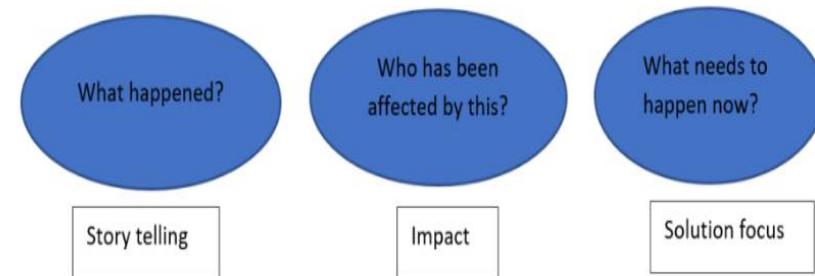
At our school we accept and understand behaviour as a learning process. Pupil's will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the pupil's so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our pupil's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of ‘connection before correction’.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take

responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the pupil's of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others. All restorative conversations should occur when the child is in the '**stabilization**' step of the crisis curve, (see Appendix).

In using this process at our school, we use three questions:



Using this approach, pupils have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, **a logical consequence** is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the pupil's to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

When things go wrong

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space

- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).
- Suspensions or permanent exclusions as a last resort

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to ‘put things right’ through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

Ways to Record Incidents of Concern

We have a clear process and electronic system in place to record incidents that occur. The use of electronic systems allows us to use the information effectively to enable strategic oversight and to influence and review practice. Persistent and repetitive low impact behaviours should be recorded on Arbor to monitor patterns, as well as all high impact behaviours.

Restorative Playtime Conversations

To support children to conduct their own restorative conversations on the playground when incidents occur, we have signs distributed around the outside areas referring to ‘WIBIT’. The WIBIT approach guides pupils through a series of steps to support them in finding a resolution to a disagreement.

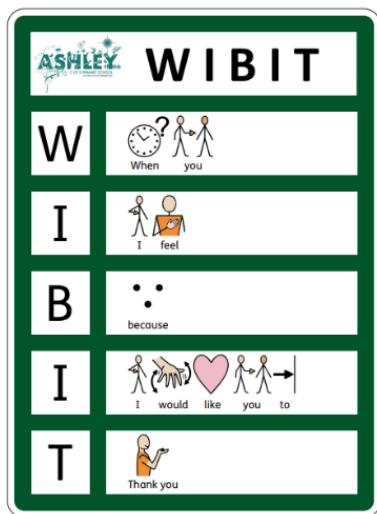
Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [\[insert link\]](#).



Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 (see appendix 3 for a behaviour log)

Staff will receive CPD accredited positive touch training as appropriate.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not

conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to CSPA, if appropriate.

Zero-tolerance approach to sexual harassment and child-on-child abuse

The school will ensure that all incidents of sexual harassment and/or violence and/or child-on-child abuse are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information [\[insert link\]](#).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Responding to misbehaviour from pupils with SEND

How we support children and young people with additional Social, Emotional and Mental Health needs

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

This can result in children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the pupil's life (staff, family, professionals). Some children will need their own personalised **Deregulation Plan** so all staff know their triggers and strategies that best support that child.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the pupils be in a place to learn, connect and thrive.

Recognising the impact of SEND on behaviour

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case -by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the sanction.

Appendix



RELATIONSHIPS & BEHAVIOUR CARE - CHALLENGE - EXPLORE



Visible Adult Consistencies

- Recognition and praise in class and around school
- Verbal praise and recognition in class
- Positive communication with the pupil's family
- High 5
- Thumbs up



Positive Adult Actions

1. Consistently positive
2. High expectations
3. Calm and considered
4. Nurture and build positive relationships



Positively Reframe the Behaviour

- I need you to...
- Thank you for listening...
- I notice you are...
- I remember when you...



Restorative Conversations

Graduated Response

1. Catch pupils being good.
2. Notice and highlight who is modelling positive behaviours.
3. Caution and reminder of good choice/reference to values.
4. Second verbal reminder and restorative conversation using affective statements.
5. Support from a member of the leadership team (year leader, phase leader or Inclusion lead) restorative conversation using affective statements. Update parent/carer.
5. Removal of pupil to reset with a member of the senior leadership team. Update parent/carer.

How we support behaviour



- Acknowledge positive behaviour choices
- Personal and positive praise
- Use positive reinforcement to engage
- Non-verbal reminders
- Listen to pupil
- Use Restore and repair conversation/ repair and rebuild/ building and maintaining relationships
- Personal plan if required
- Praise in public, reprimand in private

If response 5 does not have a positive impact, go to 'When Things Go Wrong' in policy

5

Removal of pupil to reset with a member of the senior leadership team. Update parent/carer.

RESTORATIVE APPROACH: IN PRACTICE CARE - CHALLENGE - EXPLORE



(Affective Statements)

Use of Language

Avoid generalisations in language eg always, never, everyone, all, nobody.

Keep language about behaviour specific; separate the deed from the doer.

'You're always late' becomes 'You were late this morning'.



Use of Questions

Good quality questions are more likely to alter the thinking and behaviour of others eg.

'Why did you do it?' becomes 'Can you share with me what happened?'

'Can you tell me the truth?' becomes 'What is your view of what happened?'

Tips to help restorative conversations:



A distraction like colouring whilst talking sometimes helps



Sitting side by side with a child can sometimes help or going for a walk



Consider the time of day for your chat; strike whilst the iron is hot; in the stabilisation stage.

REMEMBER

A restorative conversation is not a script... it's just a structure. Sometimes you may need more questions, sometimes fewer.

Escalation

Signs: Physiological changes; getting upset

What to do: Identify signs of agitation; redirect; model coping strategies; use humour appropriately

Trigger

Signs: Hungry; tired; bored; asked to perform task etc

What to do: Solve basic needs; make task more enjoyable

Crisis

Signs: Kicking property; destruction; self-harm etc

What to do: Focus on safety; give space; stay calm; provide reassurance

De-escalation

Signs: Starting to calm

What to do: Focus on calming strategies; do not refresh incident

Stabilisation

Signs: Completely calm

What to do: Show respect & compassion; problem solve

What to do: Calm own response; model calm behaviour; use non-threatening steady language

Baseline

Signs: Regulated behaviour

What to do: Provide reinforcement for appropriate behaviour; focus on building rapport; practise calming techniques and coping strategies

high

The Power of 'With'

To = punitive	With = restorative
power struggle confrontation arbitration adults/children imposing	problem solving respect collaboration involvement
Not = neglectful	For = permissive
involvement adults giving up tired	Hyperactive rejecting understanding accepting

low

Fair - caring - support

REMEMBER

There are four ways of working with pupils and the school community; the most powerful is **With**.



Restorative Conversations

What
happened?



Storytelling

Who has been
affected by this?



Impact

What needs to
happen now?



Solution focused



