

Behaviour and Relational Policy

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Next Review January 28

1. Introduction and Core Ethos

Aims and Expectations

We believe that positive relationships are central to effective learning, well-being, and behaviour. We are committed to creating a safe, respectful, and inclusive environment where every child can thrive emotionally, socially, and academically. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way.

Our aim is to support children to learn to manage their behaviour and to be responsible for their own actions by using a relational approach to behaviour management. We recognise the importance of the relationships we are creating on a daily basis and understand that these are key in supporting children to be the best versions of themselves.

Our approach is based on:

- Connection before correction
- High expectations with high support
- Understanding that behaviour is communication
- A commitment to repair and restore relationships

Our RSE curriculum will educate pupils about healthy respectful behaviour. See our RSE policy for further information.

Our Relational Approach

We build relationships daily, knowing these are key to supporting children to be their best selves. This approach applies to all pupils, with targeted support for those who need it.

Relational Practice Includes:

- Building strong connections through routines, check-ins, and consistent adult presence
- Modelling respectful behaviour
- Teaching emotional literacy
- Using restorative conversations to resolve conflict
- Logical and related consequences that teach, not punish
- Helping children regulate before addressing behaviour
- Remaining calm and curious: e.g., “I can see you were upset. I’m here to help.”
- Events that are deemed significant should be managed out of class and privately.

For Pupils with Additional Needs:

- Reasonable adjustments are made in line with the Equality Act 2010 and SEND Code of Practice 2014
- Staff may use a calm, private space to avoid escalation, showing curiosity about the displayed behaviour
- A graduated approach is taken using tools like Relational Support Plans and Co-regulation Plans
- Support is tailored for neurodivergent children and those who have experienced Adverse Childhood Experiences (ACEs)

The Golden Rules

Our Golden Rules are seen as being central to our policy by providing a framework within which the pupils and staff can operate using a shared social and emotional language. These are displayed in each class and should be referred throughout the day. There is a focus at the beginning of each school year to introduce/revise the rules.

Our Golden Rules are:

- Do listen to others
- Do be gentle
- Do be kind
- Do work hard
- Do be honest
- Do look after property

As a reward for keeping the Golden Rules children have 30 minutes 'Golden Time' each week. This is free time when the children are able to enjoy a range of activities in their classroom.

Valuing Positive Behaviour:

We praise and reward children for positive behaviour in a variety of ways:

- Verbal recognition e.g. praise, thanks, verbal feedback using the language of the golden rules
- Recognition and celebration e.g. Star of the Week, School Hero Award
- Stickers
- Sharing efforts within the class, with parents or other adults
- A visit to the Headteacher or another member of SLT to share success
- Golden Time

Approaches used by staff to support positive behaviour:

The highest standard of behaviour is expected from our pupils. Positive behaviour is emphasised and managed through relational practise by:

- **Building strong relationships** through daily routines, daily check-ins, and consistent adult presence in the classrooms.
- **Modelling respectful behaviour** – all staff lead by example in how we speak, listen, and respond to others.
- **Teaching emotional literacy** – helping children name, understand, and regulate their emotions.
- **Using restorative conversations** – after conflict, we seek to repair and restore, not punish.

Most of the time, a high standard of behaviour can be maintained using the following Ordinarily Available Inclusive Practice:

1. Using visual cues (e.g. a look, smile or thumbs up)
2. Gentle redirection using questions
3. Strategic seating position
4. Highlighting positive behaviour in others
5. Private, calm conversations to support reflection

2. Everyday Behaviour Management

The School Environment

Behaviour reflects our values. Expected behaviours in school include:

- Lining up quietly
- Quiet voices indoors
- Walking inside the school
- Silent transitions through corridors (mirrored by staff)
- At break or lunch children may talk as they walk sensibly through the corridor
- Polite conduct (e.g. thank you, greeting visitors)
- Respectful behaviour at break/lunch — stop when the whistle goes and line up in silence at the second whistle

Class Trackers

Each class uses a **Class Behaviour Tracker** (themed for age interest). Key principles:

- Only teachers move pupils on the tracker
- Progress is tied to Golden Rules
- No moving backwards
- A full cycle should feel fair and motivating for all pupils
- Teachers should keep a record of completed cycles

Playtime and Lunchtime Clubs

Children who find less structured times such as play and lunchtime challenging can access clubs generally run by TAs or MTAs. This is in a safe environment, providing supervision, structure and support. A range of clubs are available and do change. These have included, a quiet area club, cycling, indoor lunchtime club and scooters. Where there is a need, attendance at a club may be compulsory – this is at the sole discretion of the school. In such circumstances, the school will always seek to support improved social interaction in order for attendance to be reduced.

Behaviour outside of school premises

We expect the same high standards outside school. Incidents will be addressed through the same principles, supports, and consequences outlined in this policy.

3. Responding to Behaviour

Warnings and Sanctions

There will be times where behaviour needs to be managed if the above are not successful. When that happens, staff will follow the same stepped response:

1. Gentle reminder: "Can you listen please."
2. Specific reminder linking to the Golden Rule: "This is the second time I've spoken to you — you need to keep the Golden Rule: do good listening."
3. If continues, thinking time in a partner class/outside your class (5 mins KS1 / 5–10 mins KS2). For some children or incidents, direct referral to SLT may be necessary
4. On return, if behaviour continues, the child is sent to SLT.
5. Any further issues require immediate SLT involvement.
6. Ensure that you have had a restorative conversation with child about incident that day if they have thinking time. If it is a serious incident, a conversation might be more appropriate on the following day.

Serious behaviours (e.g. fighting, swearing, bullying, discriminatory language) are referred to SLT immediately, bypassing the warning system.

Additional sanctions may include:

- Loss of break/lunch
- Loss of Golden Time (cannot be earned back if a serious incident has occurred)

This list is not exhaustive and sanctions are at the complete discretion of the school.

Pupils repeatedly breaking the Golden Rules should be referred to SLT and new behaviour strategies considered. For some persistent behaviour it may be agreed that children will no longer receive reminders and that there will be an immediate consequence.

Persistently Challenging Behaviour

If school have significant concerns about a child's behaviour, the following stages will be followed. Each stage is followed if behaviour continues to challenge:

Stage 1: Class teacher sets targets with the child and informs parents. Daily contact and pastoral support provided.

Stage 2: Parents meet with school. Child is placed on a My Plan. SLT monitors. Early Help offered. Relational Plan/Co-Regulation Plan may begin.

Stage 3: Involvement of external agencies (e.g. Educational Psychologist) to support.

Stage 4: Statutory assessment may be requested (EHCP).

Stage 5: As a last resort, suspension, exclusion or managed move may be considered.

Use of Reasonable Force

In line with DfE guidance, staff may use reasonable force to prevent a child committing an offence, injuring themselves or others, or damaging property and maintain good order and discipline at school or among pupils.

- Only SLT or PIPS-trained staff may physically manage children unless in an emergency (risk of significant harm)
- A Senior Leader/s are usually responsible for physically managing a child
- A Senior Leader may request support from a staff member (trained in PIPS) to physically manage a child
- Incidents are recorded and monitored on CPOMS

Tracking and monitoring behaviour

With the above in mind, there will be times when behaviour needs to be tracked in order to support a pupil going forward.

1. Serious incidents including swearing and fighting are logged on CPOMS
2. Where there is an emerging pattern of challenging behaviour, incidents must be logged on CPOMS
3. Behaviour logs may be kept for defined periods (e.g. 2 weeks) to identify triggers and support effective strategies
4. If incidents are of a high level e.g. shouting at staff, verbal bullying, senior leaders will use CPOMS to log.

4. Bullying, Harassment, and Safeguarding

The School's Approach to bullying, prejudice and racism

Verbal, physical and cyber bullying will not be tolerated at this school. East-the-Water Primary School will not tolerate bullying or racial harassment of governors, staff, parents or children. The Governing Body will be informed of any staff who do not support this procedure.

We take all reports of bullying seriously and recognise that bullying can take many forms and have a detrimental effect of children's wellbeing. It is **everyone's** responsibility to stop bullying taking place and staff and governors have laid down the following guidelines as part of the school's Behaviour and Relational Policy.

The school will:

1. Support children who are being bullied.
2. Help bullies to change their behaviour.
3. Take bullying seriously and find out the facts of any incident.
4. Meet those concerned individually.
5. Use peer group pressure to actively discourage bullying.
6. Break up bully groups where necessary.
7. Involve parents at an early stage.
8. Help children develop positive strategies to combat bullying.
9. Be equally concerned about bullying to and from school.
10. Record bullying in a consistent way.
11. Request help from outside agencies if required e.g Educational Psychologist, Advisory Teachers.
12. Involve the Police where necessary, under the guidance of the Headteacher.
13. Promote Anti-bullying through activities as part of a whole school assemblies each year.
14. Educate children affected by bullying and support them to understand how their words and actions have offended another child.

If a child reports an incident of racial harassment or bullying

- Teaching Assistants/MDAs must take the child immediately to the class teacher of the child who is reporting the incident. Teaching Assistants/MDAs do not at any time deal with the incident.
- Class teacher must gather information by asking who was involved, what was said, how they feel.
- The class teacher must record the place, date and time of incident in writing. At this point it is not appropriate to ask the offending pupil to apologise.
- The teacher must reassure the child they have been listened to, they have made the right decision to report it and that the incident will be dealt with.
- The teacher must report the incident to the Headteacher immediately.
- The Headteacher will deal with the incident by discussing the issue, feelings or pupil involved and reason for incident.
- The parents of each child will be sent a letter informing them of the incident, and meeting in school.
- Class teachers will be expected to lead a PSE type activity to support pupils or further develop positive attitude within the class. The teacher must report the activity planned enabling the process to be recorded fully.
- The incident and follow up will be recorded formally on the incident form found under: <https://www.devon.gov.uk/equality/reportincidents/schools>
- Incidents of bullying, homophobia, racism and other prejudice will be reported to County and the Governing Body termly.

The school will react firmly and promptly where bullying is identified. There are a range of sanctions available depending on the seriousness of the situation.

The School's Approach addressing sexism and sexual harassment

Sexual harassment and sexism will not be tolerated at this school. East-the-Water Primary School will not tolerate sexual harassment or sexism of governors, staff, parents or pupils.

We take all reports of sexism and sexual harassment seriously and recognise that it can take many forms and have a detrimental effect of children's wellbeing. It is **everyone's** responsibility to stop sexual harassment taking place and staff and governors have laid down the following guidelines as part of the school's Behaviour and Relational Policy.

Sexual harassment/inappropriate sexual behaviour includes:

- Unwanted/inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material
- Distribution or display of inappropriate material aimed at an individual
- Graffiti with sexual content aimed at an individual
- Sexism
- Sexual comments, jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment such as sexting

While this behaviour will not be tolerated, the school will support and listen to all pupils involved and both the alleged perpetrator(s) and victim(s) will be offered support.

The school's response to any incidents will be:

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

Possible sanctions may include:

- Verbal warnings
- Apologising to their peer
- Letter of phone to parents
- Loss of part or all of break or lunchtime
- Suspension (fixed-term exclusion), length dependent on incident or permanent exclusion
- Designated zones at break and lunchtime
- Change of class
- Report to the police

It is important to support both the victim and the perpetrator. The support provided may include and is not limited to:

- De-brief of incident
- Additional class assemblies/lessons
- Small group/1:1 pastoral support
- Lunchtime/ breaktime clubs
- Parent support through meetings or workshops
- Referral to Early Help
- Refer to children social care
- Report to the police

When deciding on the sanctions and support, we will consider the following:

- The age and developmental stage of the alleged perpetrator(s)

- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Harmful Sexual Behaviour

We take any allegation of abuse between our children seriously and follow our child protection procedures and the Harmful Sexual Behaviour Policy if a report of harmful sexual behaviour is made. Decisions are made taking into account the age and developmental stages of any child involved. We use the Brook Traffic Light Tool as a reference point in this regard.

Safeguarding

East-the-Water Primary will consider whether the misbehaviour gives cause to suspect that a child is suffering or is likely to suffer harm. When this is the case, school staff will keep the Child Protection Policy and staff should speak to the Designated Safeguarding Lead (or Deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

5. Roles and Responsibilities

The Role of Parents/Carers

The school works collaboratively with Parents/Carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules to the children and we expect Parents/Carers to read these and support them.

We try to build a supportive dialogue between the home and the school, and we inform Parents/Carers immediately if we have concerns about their child's welfare or behaviour. Parents should be informed by the class teacher of any emerging patterns of poor behaviour. This may include children who regularly get to Stage 2 of Warnings and Sanctions

Parents should always be informed by the class teacher, or SLT if agreed, about any incidents involving fighting, swearing, bullying or discriminatory behaviour.

If the school uses reasonable sanctions, we expect Parents/Carers to support the actions of the school. If Parents/Carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Headteacher and Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the this policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Headteacher will publish this policy on the school website and will ensure that parents are aware of it annually. Copies will be available from the school office on request. The Headteacher will ensure that staff are supported to follow the Behaviour and Relational Policy and that they receive updates at least annually.

Supporting Staff Well-being and Professional Development.

East-the-Water Primary is committed to ensuring that there is ongoing professional development around attachment, relational informed practices and other training for the successful implementation of this Policy. We acknowledge that by supporting staff mental health and well-being we are enabling them to maintain optimum self-regulation.

Our Mental Health and Wellbeing Policy details how we support staff wellbeing.

6. Other relevant sections

Banned items

In addition to prohibited items as outlined in the DFE Searching, screening and confiscation January 2018, the following is a list of items banned at the school:

- Lighters, matches and E cigarettes/vape pens
- Deodorant and make up
- Mobile devices including phones unless handed into the office with written permission
- Sweets and chewing gum
- Fizzy drinks and energy drink
- Toys from home
- Trading cards/stickers
- Unapproved SEND based resources

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of an item may cause harm, distress or distraction.

See linked policies for further information

ICT and Online Use of Technologies

See Online Safety Policy

Fixed-term and Permanent Exclusions

See Suspension and Permanent exclusion Policy

APPENDIX 1 - The relational model - our Ordinarily Available Inclusive Practice (OAIP)

