



# Behaviour and Relationship policy



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## **Section 1.**

### **1.1 St Margaret's vision for behaviour**

St Margaret's C of E Primary School aims to establish a whole school approach to behaviour alongside all members of our school community. In partnership with our community, we celebrate the meaning and significance of faith, and respect the things that are important to everyone. As a school, we promote the school's values as shared values through the experiences we offer to all of our pupils. The values of unity, compassion, resilience, responsibility, courage and creativity underpin our school vision.

The primary aim of our Behaviour Policy is to promote high standards by modelling positive behaviours at all times underpinned by our school values.

### **1.2 Aims of this policy**

At St Margaret's CE Primary School, we aim to make it easy for our pupils to behave by explicitly teaching the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff as well as the implementation of a consistent approach by adults who are relentlessly bothered about establishing excellent behaviour.

We share a commitment to improve outcomes for all pupils whilst aiming to eradicate all types of discrimination, harassment, bullying and violence. We advocate the welfare of all our pupils by instilling good relationships across our whole school community to ensure a safe learning environment for all.

We aim to do this by:

- Creating a culture of exceptionally good behaviour through eliminating disruptive behaviour to maximise time in class spent on teaching and learning.
- Embedding the four school habits: be ambitious, be responsible, be respectful, be safe.
- Enabling teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- Encouraging students to take responsibility for their own choices and to be responsible for the consequences of their actions.
- Ensuring that all individuals at St Margaret's are treated fairly and are shown respect.
- Providing clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- Provision of behavioural support for vulnerable groups (SEN, physical and mental health needs, migrant and refugee needs and LAC).
- Providing a clear and comprehensive rationale for parents and carers so that they support and reinforce the policy in and out of school.
- Ensuring that excellent behaviour is a minimum expectation for all.



### **1.3 The six principles of nurture**

The nurturing approach offers a range of opportunities for pupils and young people to engage with missing early nurturing experiences, giving them social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the challenges of life in wider Britain.

The principles are as follows:

1. Pupils learning is understood developmentally
2. The classroom offers a safe place
3. The importance of nurture for the development of well-being
4. Language is a vital means of communication
5. All behaviour is a form of communication
6. The importance of transition in pupils' lives

## **Section 2 - Relationships and behaviour expectations**

Pupils are educated about good behaviour through the curriculum including in PHSE lessons and P4C lessons. Pupils are encouraged to act responsibly and to accept responsibility for their behaviour. This also includes teaching pupils explicitly what good behaviour looks like through our school's behaviour routines and habits (see appendix 5.1 behaviour curriculum).

At St Margaret's, we understand and promote the use of rewards and the positive impact they have on motivating pupils. We believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement and that excellence should be rewarded. At St Margaret's, we use a combination of verbal praise and extrinsic rewards to show that all pupils are valued and have equal importance: they are valued, recognised and noticed. Rewards for good behaviour are recognised and acknowledged daily at St Margaret's.

### **2.1 House system**

Our house point system is designed to embrace the values and ethos of the school and is an integral part of our school community. Our houses are linked to our school values. The houses are named after key figures who embody the meaning and spirit of our values.

All pupils at St Margaret's C of E Primary School are assigned to a house upon starting school. Over the course of the year, pupils take part in a variety of events and activity days in their houses such as sports days and World Book Day. Throughout the week, pupils can earn "house points" whereby the house that earns the most points for the week are identified and celebrated in the school assembly. House points will be totalled up throughout the year. The winning house for the academic year will receive an end of year experience to Gulliver's world to celebrate their achievements as a house/team (see appendix 5.3 for more information regarding our house point system).



At St Margaret's, we recognise that in cases where challenging behaviour is related to a pupil's disability, the use of positive reward methods may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.

Where appropriate, staff should also take into account of any contributing factors that are identified after a behaviour incident has occurred.

## **2.2 Recognising inappropriate behaviour**

Our expectation is that everyone in our school community aims to make good behaviour choices at all times. Where a pupil has not behaved in a manner consistent with our expectations, they will be provided with an opportunity to reflect on their behaviours and choices. The emphasis shall be placed on how and why a pupil has made a choice that has not been positive avoiding personalising the behaviour to the individual pupil. Inappropriate behaviour choices might consist of:

- Refusal to obey school rules.
- Refusal to work, co-operate or follow instructions.
- Continual shouting out, interrupting or persistent disruptive in lessons distracting or provoking others.
- Being disrespectful or inconsiderate towards others.
- Using inappropriate language or swearing.
- Racist, homophobic or sexist language.
- Name calling.
- Physical aggression.
- Destruction of school property or property belonging to others.

## **2.3 Lunchtimes**

The lunchtime rules are consistent with all other points in the school day. The same high level of behaviour is expected at lunchtime. Pupils will be supported in making good choices by the lunchtime staff team. Pupils will be spoken to respectfully and speak back respectfully. The lunchtime staff team will record pupil's behaviours that require consequences and keep teachers informed. The class teacher will be informed at the end of lunchtime with details of any behaviour that has been dealt with and that requires communicating to parents. Pupils will be rewarded for positive behaviour where appropriate.



## 2.4 Expectations of school community

### Staff

- Understand and consistently demonstrate the school's vision, values and expectations about behaviour at all times.
- Promote positive behaviour through school's behaviour reward systems and behaviour curriculum.
- Recognise and celebrate positive behaviour in classrooms, corridors, playgrounds and the lunch hall.
- Model, at all times, controlled, respectful, verbal and non-verbal behaviours to pupils.
- Recognise that behaviour is communication and is often an indication of underlying issues that are affecting the pupil.
- Use specific language and school habits to support pupils who find the classroom environment challenging and stressful through their behaviours.
- Embed St Margaret's manners in all pupils.
- Routinely incorporate activities designed to promote pupil's social skills and emotional development.
- Where a pupil is experiencing difficulty in developing or sustaining appropriate behaviour, speak to relevant staff such as SENCO for guidance on introducing intervention or adaptations to support their development.
- Linking classroom expectations to the behaviour curriculum for clarity and consistency at all times.

### Pupils

- Behave in a way that keeps themselves and others safe at all time.
- Be honest about their mistakes and learn from them.
- To show respect to staff, their peers, school property and all stakeholders.
- To follow school rules at all times and to not bring in any inappropriate or unlawful items into school.
- Accept the consequences of their behaviour choices using the school behaviour system.
- To be positive role models at all times, when representing the school on trips or out in the community.
- That school will follow procedures to investigate any incidents of violence, threatening behaviour abuse or discrimination.
- Talk to a trusted adult in school if they are worried.
- To be taught in a safe environment that is free from disruption.

### Parent/carer

- Praise their child's efforts and achievements.
- Ensure that their child attends school and arrives on time.
- To work in partnership with school to support their child's positive behaviour.
- To ensure that staff are informed of any SEN related or other personal factors which



may

result in their child displaying behaviours that are a concern.

- To attend any meetings with Headteacher and other staff to discuss their child's behaviour.
- To be kept informed regularly about their child's progress including any issues, relating to their behaviour in school.
- To know that their concerns will be taken seriously and fully investigated by senior leaders.
- To come into school as soon as possible and make staff aware if they feel their child is being bullied or harmed.
- To escalate concerns to school governors if a parent/carer feels that school have not dealt with their grievance appropriately.

### **Governor expectations**

- Ensure that the school complies with equality legislation and promotes the well-being of students.
- Display a legal duty and responsibility to establish the principles underlying the school behaviour policy.
- Decide appropriate timescales for reviewing and updating relevant policies.
- Support the school in implementing its disciplinary powers.
- Demonstrate a duty of care that is required for the health and welfare of staff and pupils.





### Section 3 - Behaviour routines and habits

Pupils are encouraged to make the right choices regarding their own behaviour. This is to allow pupils to develop self-regulation, self-control and self-management. If a pupil is not making the right choices and their behaviour is causing concern, the school behaviour system will be followed. In each class, behaviour charts are displayed with the names of pupils in the class, clearly labelled. There are six stages to the behaviour chart that are colour coded. Pupils can move down the charts for not following the behaviour system or children can move up for displaying outstanding behaviour.



#### KS1/2

STAGE	ACTION
PLATINUM	Pupils placed on platinum have demonstrated outstanding behaviour on a consistent basis.
GOLD	All pupils start each session with their name placed on gold.
GREEN	Warning to enable the pupil to think about their behaviour and modify it accordingly.
BLUE	Moved to an isolation table in class.
YELLOW	Pupil to be removed from class and taken to their partner class for the remainder of session with their work.
RED	Pupil taken to a member of SLT. SLT to follow the behaviour sanction system.

#### EYFS

	<p><b>Rainbow</b></p> <p>Pupils placed on the rainbow have demonstrated outstanding behaviour on a consistent basis.</p>
	<p><b>Sun</b></p> <p>All pupils start each session with their name placed on the sun.</p>



	<p><b>Sun and Cloud (Thinking cloud)</b> Warning to enable the pupil to think about their behaviour and reflect on how to make the right choices.</p>
	<p><b>Cloud (Sad Cloud)</b> Pupils to have reflection time in class on their own (Time out- with timer). Depending on the behaviour they may be taken to another class or member of SLT.</p>

**School behaviour sanctions document that explains the escalation/de-escalation process (see appendix 5.2)**

**3. 1 Restorative Approaches**

Restorative practice encourages behaviour that is supportive and respectful. It aims to build community and belonging as well as supporting social and emotional development. A restorative school is one which takes a restorative approach to resolving conflict and inappropriate behaviour choices.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. It also supports pupils understand how to act differently should a situation arise again.

Following an incident, the appropriate adult will have a 'reflective' conversation with the pupil involved. This may be at the point of an incident or at a later point in the day. Pupils are to be given time to think about what happened, why and reflect on how those harmed might have felt and then how they might do things differently if the situation arose again.

This conversation is age-appropriate and is important in helping pupils understand their behaviours and responses. The conversations are based around the following questions:

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?
- What do you think you need to do to make things right?

**Questions to help those harmed by other's actions:**

- What did you think when you realised what had happened?
- How do you feel about what happened?



What impact has this incident had on you and others?

- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

It is essential to talk to a pupil to safeguard their emotional wellbeing and help them reflect and progress. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the pupil's behaviour may be influenced by anger, frustration, disappointment etc. This will look different in each class and bespoke to the individual pupil.

## Section 4. - Anti- bullying and related policies

At St Margaret's, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

### 4.1 Bullying definition

In school we use the Anti-Bullying Alliance definition of bullying, which is: 'Bullying is the **repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online.'

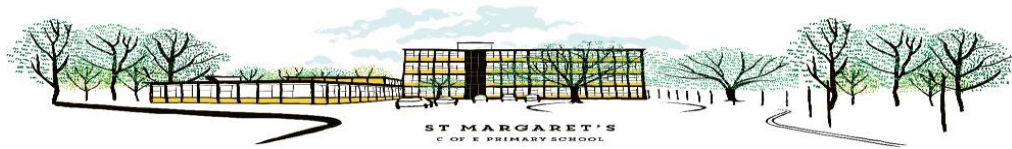
Our Anti-Bullying Policy complements key elements of our behaviour policy. However, it should be clearly stated that St Margaret's C of E Primary School will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all pupils attend school free from fear (see our Anti-Bullying Policy for more information).

### 4.2 Cyberbullying

Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) is cyberbullying. "Cyberbullying is the use of ICT, particularly mobile phones and the internet, to deliberately upset someone" DCSF 2007.

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously and it can happen on a vast and rapid scale.



The profile of a cyberbully or a target varies – age/size is not an issue.

Cyberbullying incidents can be used as evidence.

- Cyberbullying can occur unintentionally often due to a lack of awareness/empathy.
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be severe.

### **4.3 Racism, homophobia and sexism**

Like bullying, racism, homophobia and sexism can exist in any school. Our school is in a multi-cultural community and we embed our principles and values to ensure that racism, homophobia and sexism can be quickly stopped. All pupils should know that racism, homophobia and sexism are wrong. Pupils should tell an adult, if they know of any racism, homophobia or sexism in school. All staff take cases of these seriously; they aim to ensure that they are known to be unacceptable. Issues surrounding these protected characteristics and their unacceptable nature are made very clear to all. All incidents will be dealt with no matter how trivial they may seem to be. If staff are aware of racism, homophobia, or any sexism inappropriate comments or behaviour they should follow the school's behaviour sanction procedures (see appendix 5.2).

### **4.4 Links with other policies**

St Margaret's recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. This policy should be read in conjunction with the following documents:

- Online Safety Policy
- Safeguarding Policy
- Equality Policy
- Keeping Children Safe in Education 2023
- Children with Health Needs who Cannot Attend School Policy Legislation, statutory requirements and statutory guidance This policy is based on legislation and advice from the Department for Education (DfE) on:
  - Behaviour in schools: advice for headteachers and school staff 2024
  - Searching, Screening and Confiscation: Advice for schools 2022



- The Equality Act 2010

- Suspensions and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

- Keeping Children Safe in Education 2023

- Supporting pupils with medical conditions at school

- Special Educational Needs and Disability (SEND) Code of Practice

- Use of reasonable force in schools

## 4.5 Safeguarding

At St Margaret's, we all have a duty of care to protect all of our pupils and provide a safe, healthy environment to grow and flourish.

As a school we recognise 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 safeguarding procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

In dealing with serious incidents, we have a duty to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or music players

- Statutory powers to discipline pupils off the school premises when a child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In anyway identifiable as being a pupil from our school.

- Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:



- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.
- The headteacher and staff they authorise have a statutory power to search pupils or their possessions where they have reasonable grounds to suspect that the pupils may have a prohibited item listed in the Department for Education guidance – Searching, Screening and Confiscation
- A legal duty on schools to make provision to tackle all forms of bullying. There will be zero tolerance of any form of serious assault on pupils or staff.

## 4.6 Suspension

Suspension is one of the options amongst a range of strategies that the Headteacher (or the Acting Headteacher in their absence) can employ in response to inappropriate behaviour. It will usually be used as a last resort when all other alternatives have been exhausted.

The decision to suspend a pupil will be taken only: a) In response to serious breaches of the school's behaviour policy; and b) If allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school.

Suspension will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of the pupil concerned or others in the school. Unacceptable behaviour which might result in suspension include:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Racist abuse/harassment
- Inappropriate behaviour
- Damage to property
- Theft



Drug related incidents

- Persistent disruptive behaviour
- Refusal / Defiance

Only the Headteacher (or the Acting Headteacher in their absence) can make the decision to suspend a pupil, and in making that decision they will consider the likely impact of the misconduct on the life of the school. This may include behaviour on or off the premises which is in breach of the standards of behaviour.

### **Permanent Exclusion**

Permanent exclusions will normally be used only as the final step in the process of dealing with disciplinary offences when a wide range of other strategies have been tried without success.

In making the decision to permanently exclude, the Headteacher will follow the school exclusion policy alongside procedures laid out in the guidance produced by the Local Authority and the DfE.

### **4.7 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. Staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 on CPOMS and reported to parents

## 4.8 Physical restraint

At St Margaret's, some of our staff team have been Team-Teach trained to support positive behaviour management strategies which use de-escalation and behaviour strategies as a standard response to challenging behaviour:

- Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- Trained staff will attempt to use the de-escalation strategies before the use of physical intervention, however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- After an instance of physical intervention, it will be recorded on CPOMS and communicated to parents.
- Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteachers as to what behaviour constitutes for an exclusion.
- When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

## 5.0 Appendices

See attached.