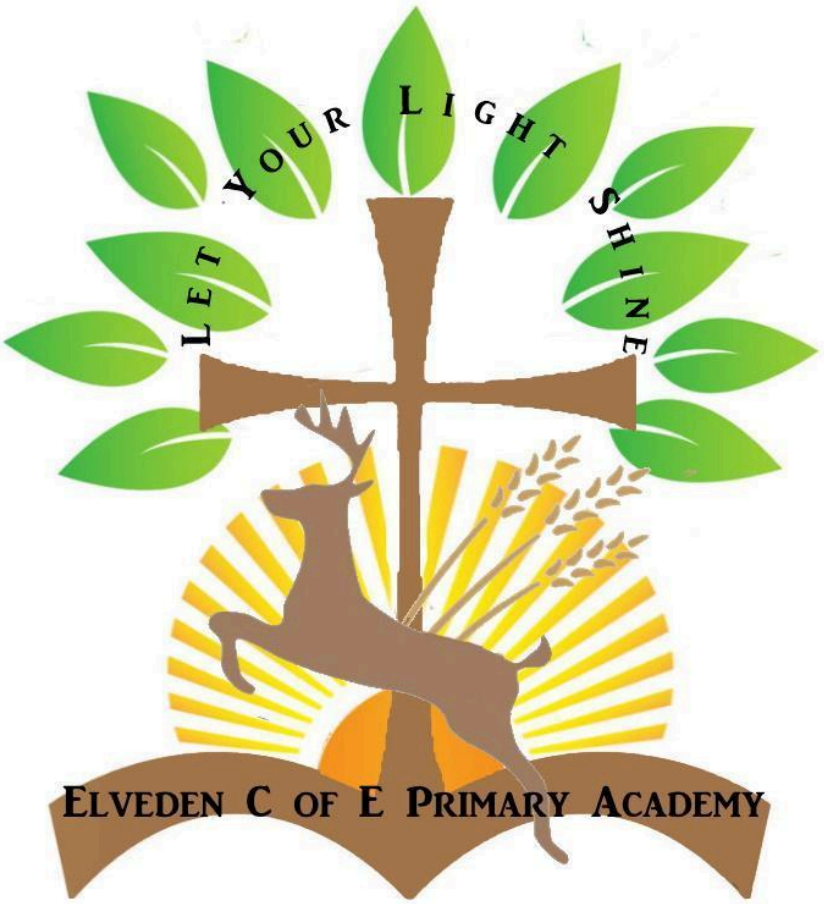


Behaviour and Relationships Policy

Completed by: Lorna Rourke

Date Reviewed: July 2023

Review Date: July 2026

Purpose
The policy aims to provide a behaviour structure to enable successful teaching and learning throughout the school in a happy, caring and trusting ethos that enables them to let their light shine to bring glory to God. It has been produced to satisfy the needs of children and teachers, reflecting our Christian values and beliefs of hope, trust, respect and forgiveness.

Skills and Attitudes
We provide a safe, happy and inspiring learning environment based on our core values of hope, trust, respect and forgiveness. We encourage children to be confident and enthusiastic learners and enable them to take risks. Within a climate of high expectations and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

At Elveden Academy, we aim for our children to grow and develop in an environment where they are cared for, listened to and respected as well as being given consistent, secure and firm boundaries.

To achieve this we ensure all adults and children:

- Understand our behaviour expectations linked to our Christian values.
- Revisit these expectations regularly.
- Practise and learn systems and routines to ensure consistency.
- Recognise their rights and responsibilities within the school community, local community, Christian community and society as a whole.
- Build and maintain positive relationships with all children and adults.

Children are encouraged to:

- Use the Zones of Regulation to self-regulate and identify their emotions
- Talk through any problems and show forgiveness in their response (Restorative Practice)
- Be considerate and respectful of others.
- Show respect for their surroundings and property.
- Be trustworthy and hopeful in their actions.
- Work hard and be the best they can be in order to bring glory to God, as part of our Christian foundation.

Responsibilities for Staff

- Follow the Behaviour and Relationships Policy.
- Value all God's children with dignity and respect and to take account of their points of view irrespective of background, gender, sexuality and race.
- Teach all aspects of positive behaviour as part of a broad, balanced, engaging curriculum.
- To remember that all forms of behaviour is a form of communication.
- To listen to children as part of our 'listening school' ethos.
- To focus on positive praise and interactions, praising children's efforts and achievements.
- Providing positive role models for children to follow.
- Creating and maintaining well organised classrooms and safe play areas.
- To work in partnership with parents/carers for the benefit and development of the child.
- Use school agreed sanctions and rewards.
- Involving children in the development of procedures and guidelines.
- Ensuring that children are aware of expectations about behaviour.
- Class teachers/TAs to ensure they follow up and supervise any lost minutes they have given. Teachers/TAs supervise this in their own classrooms-restorative conversations.
- Regularly reviewing, developing and using systems, which recognise and celebrate good behaviour within individual classrooms.
- Record negative behaviour on CPOMS.

- Recognise their role in ensuring no child's behaviour should prevent others from learning.
- In the event that a child leaves the classroom, or is struggling to self-regulate, another member of staff will ensure the efficient education of the remaining class, whilst the class teacher supports the child in need. This will ensure that positive relationships are maintained and developed. **This is a time to support them back into class, not to go through what has happened.**
- Support children to use Zones of Regulation to communicate their feelings:

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

Triage:

- To support class teachers, the school operates a triage system whereby the class teacher can go to a member of SLT for support if they are unable to resolve behaviour issues. They will provide strategies to support the individual and help to revise the behaviour support plan if appropriate. This will be completed and agreed with parents.
- If after approximately 2 weeks, the behaviour plan is not having the desired outcome then the child will be discussed at a triage meeting with the senior leadership team and the Head Teacher. A meeting will also be held with parents to discuss next steps and other ways to support.

Responsibilities for Parents and Carers

- Explaining to the child the meaning of the home school agreement
- Signing the home school agreement
- Reinforcing the schools' expectations of good behaviour and to support the schools' behaviour and relationships policy.
- Letting the school know (in confidence if necessary) of any special circumstances which might affect the child at school
- Encouraging children to sort out difficulties in a positive, appropriate way.
- Speaking to the class teacher, in the first instance, if they are concerned about their child
- Being positive towards their child and his/her achievements whilst working in partnership with the school staff
- Treating all others with dignity and respect irrespective of background, gender, sexuality and race.
- Understand that no child's behaviour should prevent other children from learning.
- Engage in discussions and meetings to support their child's behaviour and come to school promptly if called.

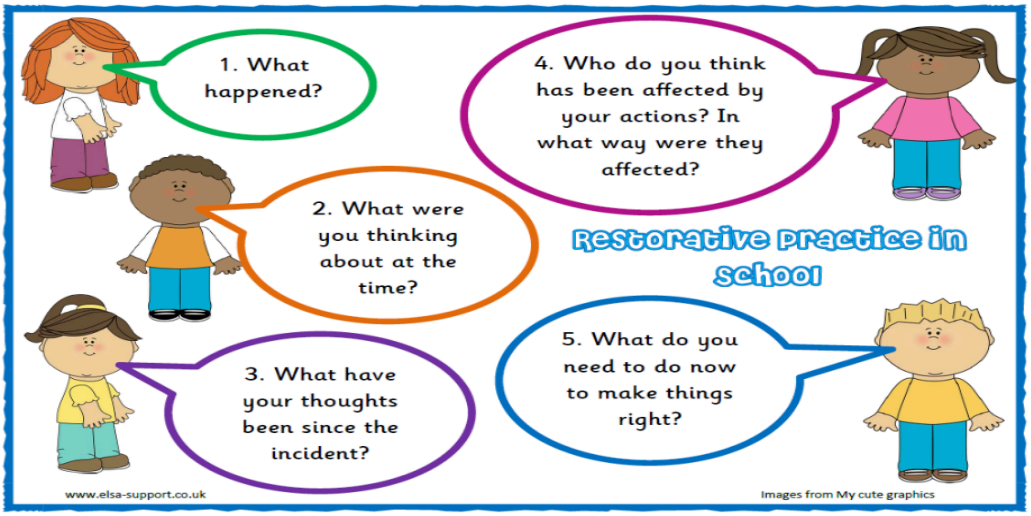
Responsibilities for Governors

- Involvement in developing a positive behaviour policy
- Being acquainted with the school and monitoring the implementation of the vision, ethos and values.

- Attend training to increase their own knowledge and to support the strategic leadership of personal development, behaviour and welfare.
- Having legal responsibilities for exclusions
- Support teaching staff when implementing the schools' behaviour policy
- Be responsible for the monitoring of wellbeing of all staff including the Headteacher

Responsibilities for Children

- Follow the behaviour expectations linked to our values of Hope, Trust, Respect and Forgiveness.
- Recognise their own feelings and how this can affect behaviour and start to use strategies to manage a range of situations positively.
- Use zones of regulation to communicate feelings.
- Understand adults are there to listen.
- To engage in restorative practice as appropriate, addressing difficulties in a positive way, seeking adult support where necessary:



- Accepting the consequences of their own actions
- Behaving so that others can learn and enjoy school
- Accepting that staff make the final decisions
- Understand that if an adult gives me a choice, they are trying to help me.
- Treating all others with dignity and respect irrespective of background, gender, sexuality and race.

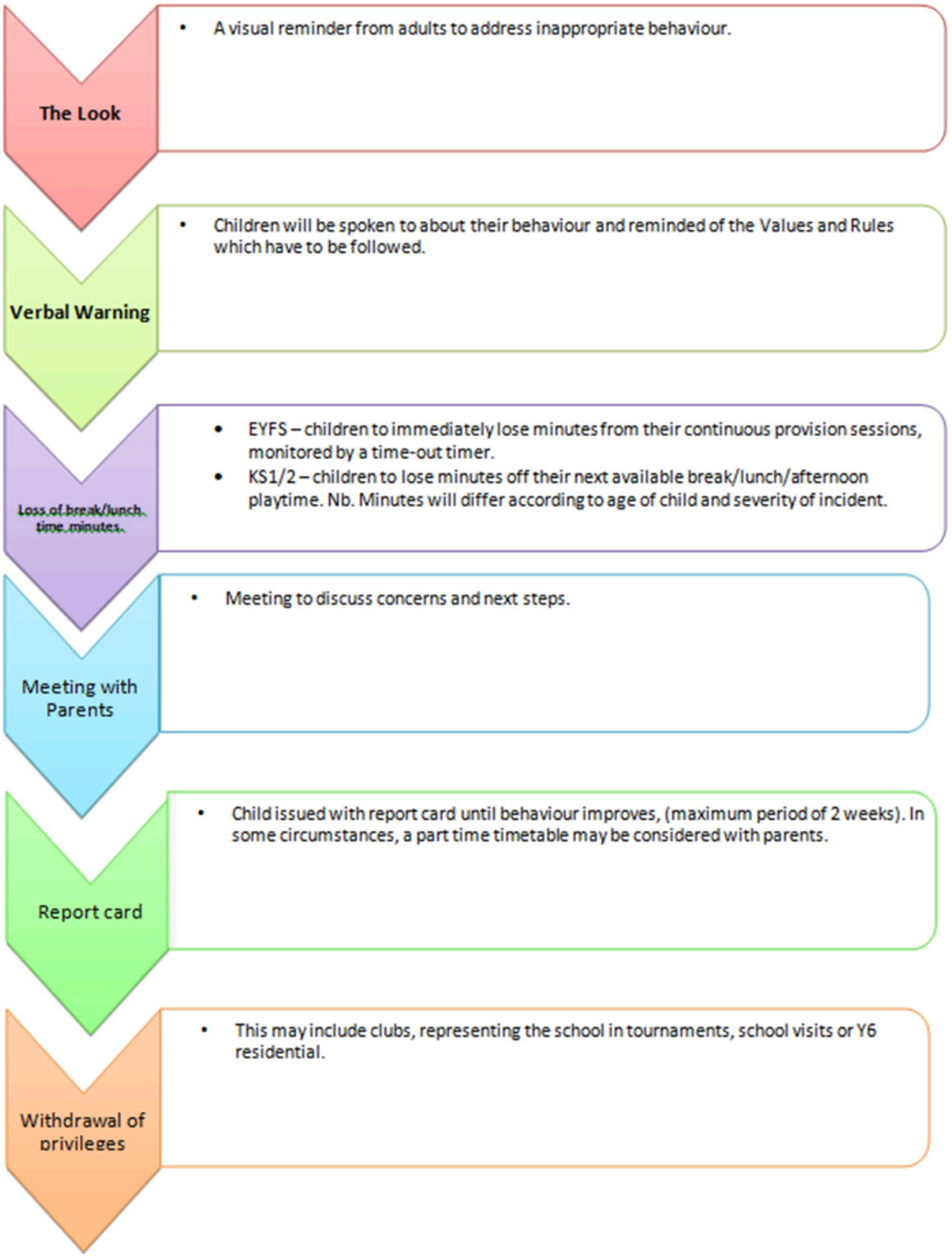
Positive Behaviour

We use the following methods to reward and encourage good behaviour

- Recognition in class (recognition board)
- Praise in Collective Worship
- Visit to a member of SLT to share good work, behaviour etc.
- Raffle tickets for reading and class prize for children who have read each week.
- Wellbeing /Anti Bullying ambassadors, eco warriors, Sports Leaders
- Communication with parents; facebook, email.

Managing Behaviour

For Pupils with SEND or 'Looked After' children, reasonable adjustments will be made; behaviour support plans and/or risk assessments, which will be agreed with parents/carers, will be in place to support them to



[1]

meet the behaviour expectations. These will be reviewed each half term or sooner if necessary. We will access support from outside agencies to ensure that we are doing all that we can to allow them to be successful in school.

[1] The Look= 2 minutes take up time.
Verbal Warning= 2 minutes take up time.
Behaviour= Behaviour card rather than report card

Additional Support for Special Educational Needs including Social, Emotional, Mental Health and Behaviour.

- ELSA sessions
- Nurture groups
- Meet and Greet
- Sensory circuits
- Young Carers
- Mental Health First Aider
- SES
- Outreach Specialist Support
- Time out 'Now and Next' activities
- Part time timetable
- Additional adult support e.g. for sensory breaks, to scribe in class.
- Dual placements
- Forest school sessions
- Play therapy

Where a child presents with difficult and dangerous behaviours, robust risk assessments will be produced and the appropriate decisions made about provision and the risks to safety. SEND/Social Emotional and Mental Health needs children will have behaviour support plans and/or risk assessments already in place and all reasonable adjustments made in order to ascertain whether it is appropriate for them to take part in certain activities and off site visits. If a child has persistent or severe problems with their behaviour, which may be deemed dangerous to themselves or others, the class teacher will meet with parents to discuss appropriate strategies. If the need arises at any of the above stages, we will work with external agencies to support self-regulation and awareness and in turn behaviour.

Part-time Timetables

In some instances, where children struggle with a full school day and demonstrate difficult and dangerous behaviour, it may be beneficial for the child to have a reduced timetable. The purpose of this would be to support the child to be in school successfully full time, increasing this in manageable steps. This would be clearly structured within a written part time timetable, agreed between parents, the SENCo/DSL/Safeguarding and welfare officer (as appropriate) and the Headteacher. This will be signed by the Senior Leadership Team everyday so that it is clear where the child is within the timetable and how successful it is proving. The aim is always for the child to be back in school full time as quickly as possible.

Physical Interventions

In instances where there is significant risk of harm to a child or member of staff, physical intervention may be deemed necessary. This will be a last resort, necessary and proportionate to the harm it is intended to prevent. Please see the school's Physical Intervention Policy for further details.

Suspensions

Serious incidents or persistent poor behaviour may lead to a fixed term suspension of up to 5 days, using the national guidelines for exclusion (DfE Exclusion from maintained schools, academies and pupil referral units in England, September 2017). Only the Head Teacher of the school is authorised to suspend a child. In the absence of the Head Teacher this can be delegated to the Deputy Head. In exceptional circumstances, in the absence of the Headteacher or Deputy Headteacher, the most senior teacher on-site is authorised to give a fixed term suspension and this would be confirmed by email, the same day, by the head. Before a child returns to school, following suspension, there will be a minuted reintegration meeting with a senior member of staff (chiefly Deputy Head) on site that day with both the child and parents. At these meetings, it is important that the voice of the child is heard and recorded. All children must have a reintegration meeting before they can return to class.

Incidents deemed serious include:

- Physical attacks with intent to hurt/injure other children or adults (e.g. pushing, hitting, kicking, biting, throwing of objects).
- Verbal abuse towards other children or adults
- Persistent poor behaviour that has a detrimental impact on own learning or that of others
- Continued defiance of school expectations
- Discrimination, intimidation and bullying including cyber bullying
- Deliberate damage of property
- Possession of harmful substances (e.g. drugs, alcohol)
- Possession of dangerous/unsuitable items (e.g. knives, BB guns, Nerf guns)
- Malicious accusations against staff that prove to be unsubstantiated.

NB: this is not an exhaustive list.

After a period of fixed term suspension, the child starts afresh – but if he/she moves to fixed term suspension again, permanent exclusion may result, using national guidelines for exclusion. (DfE Exclusion from maintained schools, academies and pupil referral units in England September 2017).

Confiscation and Searches

If a child brings in an item that is not suitable, the class teacher will confiscate it and parents will be called in to come and collect it at the end of the day. In the first instance, a child will always be asked to surrender the item. Children who bring phones into school must take them to the front office/reception before school and are responsible for collecting them at the end of the day.

Items that will be confiscated due to being prohibited or banned can include:

- Phones
- IPads/tablets
- Knives/blades/weapons
- Alcohol
- Drugs
- Items believed to be stolen
- Tobacco/cigarettes
- Fireworks
- Pornographic images
- Any item that the member of staff believes has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

NB: this is not an exhaustive list.

Should a risk become known, the staff hold the power to search for the above items, and will do so in a fair, transparent and democratic way with a second member of staff.

Bullying

Bullying is done with the intention of causing distress and usually takes place over a period of time. It can be physical or emotional. Bullying can take many forms and can include: physical assault, teasing, making threats, name-calling, cyber bullying. Please refer to the Anti-Bullying Policy for further details.

Child on child abuse

Children can abuse other children and it can take make many forms. It can happen both inside and outside school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. (see the safeguarding policy for more information).

Racist and homophobic Incidents

- These are incidents where the victim feels that they are being targeted due to ethnic origin, race, beliefs or sexuality and gender. These will be dealt with very seriously –
- All incidents will be recorded on CPOMS
- Parents will be informed
- The child will receive consequences and could be suspended

Cyber bullying

These are incidents where a person or group of people use the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. We recognise that this can have a very serious impact on children.

If cyber bullying is reported to the school we always take this seriously and will investigate the issue in detail.

- All Incidents will be dealt with by involving parents/carers, through sending home letters and arranging meetings.
- If necessary according to the seriousness of the incident the police may be informed.
- We always attempt to tackle cyber bullying by teaching children about what cyberbullying is and the impact it can have.
- In cases of more serious incidents we will use the online safety flow chart and incident referral forms to report incidents. Where necessary these may need to be passed through to the Local Authority Designated Officer (LADO) See Online Safety Policy

Pupil conduct outside the school gate

- Teachers have a statutory power to discipline pupils outside of the school premises where;
- Witnessed by a staff member
- Reported to the school
- The pupil is identifiable as a pupil at the school

Or behaviour that;

- Has repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Evaluation

The effectiveness of this policy will be evaluated by all stakeholders as an ongoing process and discussed in staff meetings when appropriate.

Signed _____ Chair of Governors

Signed _____ Headteacher: Lorna Rourke

Appendix 1

Elveden C of E Primary Academy

Written Statement of Behaviour Principles

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2014). The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour and relationships policy, so that it reflects the shared aspirations and beliefs of the Governing Body, staff and carers for the children, in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers, in respect to discipline and consequences. Staff should be confident that they have management support, when following this guidance. This is a statement of principles, not practice; and the Headteacher has drawn up the school's behaviour and relationships policy, taking these into account. The Headteacher will also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and staff. The school behaviour and relationships policy shall be publicised, to staff, parents/carers and students, at least once a year. This statement is informed by our vision, ethos/values and aims.

Vision

We celebrate the uniqueness of every child and encourage them to shine before others, in turn giving glory to the heavenly father and preparing them for life's journey.
Let Your Light shine, Matthew 5:16

Christian Values

We provide a safe, happy and inspiring learning environment based on our core values of hope, trust, respect and forgiveness. We encourage children to be confident and enthusiastic learners and enable them to take risks. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

At Elveden C of E Primary Academy, we aim for our children to grow and develop in an environment where they are cared for, listened to and respected as well as being given consistent, secure and firm boundaries.

Safeguarding Statement

Elveden C of E Primary Academy is committed to providing an environment, where all people feel safe, happy, accepted and integrated. It is important that an orderly framework should exist, within which effective teaching and learning can take place. The school holds an important position in the wider community, educating the young citizens of tomorrow; to ensure they take a positive and proactive role within their community in the future.

Appendix 2 - Lunchtime Behaviour and Responses

Behaviour	What this looks like	Our response
Excellent behaviour	Helpful to staff or children Kind and considerate of others Taking care of smaller children Setting an excellent example	Positive praise Recognition post it notes home each day Special jobs
Good behaviour	Following lunch-time rules.	Positive praise, just generally noticing and appreciating this. Pointed out to other children as a good example of expectations.
Low- level behaviour	Not sharing. Unkind words Equipment used incorrectly Rough play	Warning stage: Reminder of the rules and a warning. Adult help to resolve any issues e.g. each child taking turns to give their point of view respectfully Re-direction (e.g. directing children to play in separate areas or somewhere different from the area they are causing trouble in) with an explanation of why e.g. 'I'm worried that this will continue if you stay in the same zone together.'
Mid- level behaviour	**Repeated** (same) low-level behaviour or additional (different) low-level behaviour after warning given.	Second reminder and discussion about what happens if there is any further low level behaviours. Pupil takes five minutes to re-set whilst staying by a member of the play team Redirection – pupil could be asked what else they could play, pupils might be told to play in different zones etc.
Challenging behaviour	**Repeated** mid-level behaviour Fighting Swearing Intentionally damaging equipment back chatting Causing considerable impact on others.	Fifteen minutes time-out in the Heads office or a classroom- not to be spoken to but removed from situation. Member of SLT is radioed to come and collect child. Child given time to calm down **Reflection sheet to be completed at break-time the next day.** Class Teacher informed using an incident sheet-completed by Play team-added to classroom behaviour file and CPOMS.
Repeated challenging behaviour Dangerous behaviour	**Repeated** challenging behaviour (throughout a week, or over a few weeks). Including bullying, being abusive to staff, running away from staff (not accepting their authority) and causing a considerable impact on others. Sexualised behaviour	Inform a member of SLT using the radio **Parent contacted** Lunch time club (1 week or longer SLT to determine) Removal of privileges 1st run away = rest of lunch and next lunch in lunch time club 2nd run = 1-2 weeks in lunch time club If child is in lunchtime club with SLT for more than 1 day, time to discuss behaviour and reflect –restorative conversation. The aim is to support them back onto the playground.
Extremely challenging behaviour	Repeated red behaviour or repeated orange behaviour following red behaviour and intervention Physically abusive to staff Continuing to run away and not accept staff authority after 2nd run and lunch time club intervention.	Possible fixed term exclusion Sent home for lunch times 4 weeks of lunch time club which could be extended. Parent involvement