



# **Behaviour and Relationships Policy**

**Including Anti-Bullying Strategy**

**and**

**A statement of behaviour principles**

*Let your light shine* Matthew 5:16

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## INTRODUCTION

Our school's vision is for every unique individual within our school community to grow in mind, body and soul in the grace and knowledge of our Lord and Saviour Jesus Christ, and to flourish, encouraging 'the fruit of the spirit' to shine in all that they do.

We nurture our children to develop the 'fruit of the spirit' within them and let these values shine through in everything they do – *Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control*.

**All behaviour, both positive and negative, is a form of communication.** Endeavouring to understand this communication is essential if we are to meet the needs of all learners and create an inclusive environment and ethos, especially for those displaying vulnerable characteristics.

As we support and facilitate children's growth holistically- intellectually, creatively, physically, morally, socially and spiritually, we aim to reinforce the principles of good behaviour and positive relationships based on our school's deeply Christian ethos, values and the teachings of our Lord, Jesus Christ. We also teach the British values of democracy, justice and the rule of law, individual liberty and mutual respect for those of different faiths and beliefs and for those without faith.

Good discipline, standards of behaviour and positive relationships are key features of a successful school, allowing the facilitation of effective teaching and learning. Consistency is crucial in making children feel safe. Clear rules and firm boundaries are reinforced through positive praise by all staff at all times. We believe that our children learn best when they feel secure, happy, respected and trusted. Each child has an entitlement to learning experiences that offer the maximum opportunity for development. Our broad, balanced and enriched curriculum promotes the wellbeing of all the children in our care and prepares them for the opportunities, responsibilities and experiences that life might offer.

Our children need to learn that there are reasons for rules and they take part in discussions around these rules. Similarly, they need to understand that there are consequences when these rules are not followed. At St Mary & St John, outstanding behaviour and respectfulness is expected, modelled and praised and crucially, inappropriate behaviour is examined to find and understand the root cause. This is then dealt with using a range of reflective, consistent and fair approaches to support the child. Jesus' messages of forgiveness and reconciliation are implicit in all we do. It is always made clear to a child too, that it is their behaviour that may occasionally be unacceptable - not them.

We nurture our children to develop positive characteristics and learning behaviours – especially 'the 6Rs' that will support them on life's journey:

- *Readiness* – growth mindset, self-belief, enthusiasm
- *Reasoning* – think about things in a logical, sensible way; form conclusions
- *Resilience* - keep going, stay focused, manage your feelings, ask for help
- *Resourcefulness* – learn with and from others, learn creatively in different ways, take on new challenges, be flexible, ask good questions
- *Responsibility* – ask for advice and act on it, be proud of your learning - take ownership, learn alongside others - collaborate
- *Reflectiveness* – learn from mistakes, listen to others, improve your learning, practise.

## 1. AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. DEFINITIONS

At St Mary & St John, learning about appropriate behaviour, including understanding right and wrong, is based on Christian teaching with everyone living-out and demonstrating kindness, compassion, love and forgiveness. Conflict and disagreement are dealt with fairly and compassionately based on Christian principles of forgiveness and a fresh start. We aim to ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

**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
- Inappropriate language

**Serious misbehaviour** is defined as:

- Persistent poor behaviour; deliberate and recurrent breaking of school rules
- Being verbally abusive
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Vandalism, causing deliberate damage to school property or the property of another individual

- Stealing, theft
- Physical violence or aggression (adult or child)
- Smoking
- Racist, sexist, homophobic, faith-based or discriminatory language and/or behaviour
- Absconding and truancy
- Malicious allegation

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers or E-cigarettes
  - Fireworks
  - Pornographic images
  - Mobile phones or similar electronic devices\* (unless prior permission to bring in to school has been given by the Headteacher).
  - Any article a staff member reasonably suspects 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 pupil)

\*The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes confiscated in school will be destroyed.

#### 4. BULLYING

Bullying is defined as:

- the repetitive, intentional harming of one 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 is a behaviour and is therefore, another form of communication. Work has to be done with the child/ren to unpick and understand the reasoning behind their actions and then support the child/ren to make positive changes to their behaviour.

Bullying can include:

| Type of bullying | Definition  |
|------------------|---|
| Emotional        | Being unfriendly, excluding, tormenting   |
| Physical         | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Racial           | Racial taunts, graffiti, gestures   |
| 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 |

St Mary & St John CEVA Primary School wants to make sure that all pupils feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; **bullying of any kind is regarded as a serious breach of our behaviour and relationships policy and will not be tolerated.**

Whilst bullying is very rare, children inevitably will fall out with their friends and peers sporadically over their seven years together at primary school. Where children have been deliberately unkind towards others, our approach is to intervene, to listen and to encourage the children to talk through the situation and to agree to resolve the matter together – encouraging apology and forgiveness.

Should your child report a bullying incident to you at home, it is important that you discuss the matter urgently with your child's class teacher so that we can investigate and bring about a resolution to your child's problem.

In every instance, a behaviour log will be completed by the teacher, the incident investigated and situation closely monitored by a member of the Senior Leadership Team. The log would be kept to refer to in case instances of future inappropriate behaviour arise.

Bullying can be verbal, physical or emotional, and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying and anti-bullying is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public and staff and that any intentional breach of this will result in disciplinary action.

If an allegation of bullying does arise, the school will:

- take it seriously
- act as quickly as possible to investigate and establish the facts
- record and report the incident; reporting directly to parents of the child/ren involved and the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated.
- If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.
- work with the bully/bullies to unpick and understand the reasoning behind their actions and then support the child/ren to make positive changes to their behaviour.
- consider a fixed term exclusion in cases of repeated bullying.

Our whole school strategy to prevent bullying is to address the subject in assemblies and during class PSHE time throughout the year. We model expected and exemplary behaviour and live by our deeply Christian Values. All children know and use the 'STOP' reminder:

Bullying is

## **Several Times On Purpose**

and the importance of

## **Start Telling Other People**

to address it.

## **5. ROLES AND RESPONSIBILITIES**

### **5.1 The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour and relationships policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The Headteacher**

The headteacher is responsible for reviewing this behaviour and relationships policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and relationships and that staff always model the expected behaviour, dealing effectively with poor behaviour when necessary. The Headteacher will monitor how staff implement this policy to ensure praise, rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour based on Christian teaching and belief
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- Abiding by the home school agreement

The Senior Leadership Team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct in the home school agreement
- Themselves abide by the parental code of conduct and home school agreement
- Inform our school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Work with our school to understand and resolve and negative behavioural issues.

## 6. PUPIL CODE OF CONDUCT

Pupils are expected to:

- Adhere to the pupil code of conduct in the home school agreement

## 7. REWARDS AND SANCTIONS

As a school, we believe that pupils will grow in stature, confidence and self-esteem through encouragement, positive praise, rewards and recognition. Therefore, we have a range of strategies that we use to foster this.

Children should be taught explicitly how to live by our Christian values and principles and what they look like in action. Children are to be supported and empowered to resolve conflicts and issues themselves using the language of rights, responsibilities and values.

Our School House system fosters these values, as well as building a feeling of belonging, comradery, teamwork, leadership and a healthy competitive attitude. Pupils receive House/Dojo Points for individual achievements and actions, whilst each House works collectively in competition with one another. Both individual and House awards are celebrated in House and whole school Collective Worship and celebration assemblies.

### 7.1 List Of Rewards And Sanctions

All pupils have equal opportunity to receive praise and recognition regardless of ability level. Actions and achievements as a result of following the pupil code of conduct will be rewarded including:

- Achieving high standards – academic, practical, sporting, artistic.
- Significant progress being made
- Consistent hard work and excellent attitude to work.
- Personal qualities worthy of praise e.g. good manners, honesty, courtesy, helpfulness, reliability, display of initiative, leadership skills etc.
- Resilience, bravery or determination in the face of difficulties of all types
- Excellent or greatly improved attendance or punctuality.
- Service to the school or the community.

In the classroom

- Making use of every possible opportunity to give justified, verbal praise, e.g, through afl; when pupils give correct answers to questions; when talking to individual pupils about their work
- Using positive marking systems with written praise.
- On giving back marked work, going out of their way to praise pupils, either publicly as the work is given back or individually, (much depends on who the student is on how it is done).
- Putting good work on display.
- Praising pupils receiving good yearly reports personally in class prior to the issue of the report

Types of rewards

- Praise
- House/Dojo points
- Postcards or phone calls home to parents
- Special responsibilities/privileges
- Headteacher Awards



The school may use one or more of the following sanctions in response to unacceptable behaviour, having first listened, understood and investigated the reason(s) behind the behaviour:

Work with the child/ren to review their own consequences

- A verbal reprimand
- Sending the pupil out of the class to another class teacher
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Fixed term exclusion

We may use time in the nurture room to support a child in a state of high emotion unable to regulate themselves. If a child has become distressed they will need time to regulate themselves and to feel safe. Only when they are calm and feeling safe will they be offered support to reflect on the cause of their dysregulation.

For serious or persistent breaches of this policy, pupils may be sent to and supervised in the KS2 break-out space during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The decision to permanently exclude a pupil will be a final resort following an act(s) of gross misconduct, when all other options have been fully considered. See exclusion policy.

See appendix 3 for sample letters to parents about their child's inappropriate behaviour.

## **7.2 Off-Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, sporting event or on the bus to or from school.

## **7.3 Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

# **8. BEHAVIOUR MANAGEMENT**

## **8.1 Classroom Management**

Teaching and support staff are responsible for setting the tone and context for encouraging positive behaviour and relationships within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and/or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of positive behaviour in ways other than verbally
  - Highlighting and promoting good behaviours
  - Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 8.2 Physical Restraint

In rare and extreme circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- 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 (Red Book) and reported to parents (see appendix 3 for a behaviour log)

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they potentially have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from parents, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work in close partnership with parents to create the plan and review it on a regular basis.

## 9. PUPIL TRANSITION

To ensure a smooth transition to the next school year, pupils have transition sessions with their new teacher(s) and/or new school. When necessary, these are differentiated to meet individual pupils needs. In addition, staff members hold transition meetings and provide reports for colleagues.

To ensure positive behaviour is promoted and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information relating to behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. TRAINING

Our staff are provided with training on managing behaviour as part of their professional development. Some staff, as required, complete TEAM TEACH training which includes proper use of restraint.

Some staff, as appropriate, complete training on specific types of behaviours e.g. trauma, nurture, dealing with attachment disorder and issues related to children with SEN.

Behaviour management will also form part of continuing professional development.

Staff training is logged.

#### **11. MONITORING ARRANGEMENTS**

This behaviour and relationships policy will be reviewed by the headteacher every two years. At each review, the policy will be approved by the full governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every two years.

#### **12. LINKS WITH OTHER POLICIES**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Attendance Policy
- Home School Agreement

## **Appendix 1: written statement of behaviour principles**

Our policy is founded on Jesus' teachings of love, compassion, forgiveness and reconciliation

Every pupil understands they have the right to feel safe, valued, respected and heard, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards and sanctions are used consistently by staff, in line with the behaviour and relationships policy

Reasonable force and restraint are only used to protect a pupil from self-harm, harming others or harming property.

The behaviour and relationships policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupil's home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the Governing Body every two years.

Appendix 2



**BEHAVIOUR REPORT FORM**

|  |          |                                |        |  |             |                   |
|--|----------|--------------------------------|--------|--|-------------|-------------------|
| <b>Pupil's Name:</b>   |          |                                |        |  |             |                   |
| <b>Gender:</b>   |          | <b>Class:</b>                  |        | <b>FSM: (Y/N)</b>                              |             | <b>LAC: (Y/N)</b> |
| <b>Date:</b>   |          |                                |        | <b>Time:</b>                                   |             |                   |
| <b>Subject/Activity:</b>   |          |                                |        | <b>Room/Area</b><br>(the incident occurred in) |             |                   |
| <b>INCIDENT DETAILS (please tick one or more that apply)</b>   |          |                                |        |  |             |                   |
| Continuous lateness to lessons/school  |          | Disruption of others' learning |        | Verbal aggression to peers                     |             |                   |
| Littering  |          | Dangerous behaviour            |        | Verbal aggression to staff                     |             |                   |
| Damage to property   |          | Physical aggression to peers   |        | Argumentative with staff                       |             |                   |
| Continuous failure to follow instructions  |          | Physical aggression to staff   |        | Poor behaviour on school visit/sporting event  |             |                   |
| Swearing:<br>verbal/non-verbal   |          | Stealing                       |        | ICT misuse                                     |             |                   |
| Prejudice based language   |          |                                |        |  |             |                   |
| <b>Type of Incident</b>  |          |                                |        |  |             |                   |
| Emotional  | Physical | Racist                         | Sexual | Homophobic                                     | Verbal      | Cyber             |
| Other than any of the incident categories above:   |          |                                |        |  |             |                   |
| <p>Details: <b>STAR:</b> Situation (what happened?), Trigger (what caused it to happen?), Action (what adult intervention?), Response (how did the pupil respond/resolve the situation?)</p> <p><b>S</b></p> <p><b>T</b></p> <p><b>A</b></p> <p><b>R</b></p> <p><b>Next steps:</b></p> |          |                                |        |  |             |                   |
| Parent informed: (Y/N)   |          | Reported by: (Staff name)      |        |  | SLT member: |                   |

### Appendix 3: letters to parents about pupil behaviour – templates



#### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours faithfully,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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#### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter



Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours faithfully,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter



Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave. It is important that we understand what is causing \_\_\_\_\_'s negative behaviour. We can then implement a structured, supportive approach to help \_\_\_\_\_.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Please contact the school office to arrange an appointment.

Yours faithfully,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_





**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours faithfully,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_