



Behaviour and Relationships Policy

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Policy to be Reviewed	June 2027

It is the responsibility of the **Standards Committee** to review this policy and bring it forward to the full Governing Body for approval.

Signed by

Headteacher:Date:.....

Chair of Committee:Date:.....

Chair of Governors Date

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OUR AIM

Our aim is for Charsfield School to be a happy, exciting and purposeful place where all children can be creative, compassionate, courageous, responsible, persevering and a good friend to everyone.

It is every adult's duty to keep children safe. We want to establish and maintain a school ethos and environment that prioritises learning and values the achievements of everyone. Within a Rights-Respecting framework, we want our school relationships to be based on mutual respect so that adults and children can work together co-operatively, in safety and enjoyment. We are a caring school and we want our children to develop in an atmosphere that promotes honesty, trust and increasing responsibility. We want our school to be a place where children behave in the right way because they know it's the right thing to do.

SPECIFIC AIMS OF THIS POLICY

- To promote a positive ethos in the school.
- To create a consistent, positive approach to behaviour management that encourages and reinforces the attitudes we value.
- To define an approach to managing behaviour that is consistent with the UN Charter for the Rights of the Child.
- To define acceptable standards of behaviour.
- To promote self-esteem through success, positive reinforcement, self-discipline and respectful relationships.
- To provide a framework for managing challenging behaviour.
- To ensure that the school's expectations and strategies are known and understood by the whole school community.
- To define the specific responsibilities of all stakeholders (teachers, support staff, children, parents and Governors).
- To encourage the involvement of both home and school in the implementation of this policy.

THE IMPORTANCE OF ATTENDANCE

We recognise the link between attendance and behaviour. As such, this policy reaffirms the aims of our Attendance Policy. We aim to have all pupils attending at least 97% of the time.

- Make attendance and punctuality a priority for all those associated with the school, including pupils, parents, teachers and governors by highlighting the importance of attendance in the school prospectus, staff handbook and parent meetings.
- Follow our agreed procedure for lateness (see Attendance Policy).
- Maintain positive and consistent communications between home and school.
- Work alongside the Education Welfare Officer (EWO) to identify issues.
- Provide a planned re-integration of individual pupils following significant periods of absence.

THE ASSERTIVE DISCIPLINE BEHAVIOUR MODEL

We believe that all staff within our school have a role to play in promoting the behaviours we value. It is the responsibility of all adults within our school to model the behaviour we want the children to adopt and to be assertive when managing pupil behaviour.

Our approach is therefore based on the 'Assertive Discipline' model (Lee and Marlene Canter). This common-sense, teacher-in-charge approach is in the best interests of all children as it provides all learners with the security of a safe learning environment. It states that no child should prevent the teacher from teaching or another child from learning. It ensures that all children can exercise their Right to Education (Article 28 UNCRC). It stipulates that:

- teachers must manage behaviour assertively (not aggressively or non-assertively).
- assertive teachers must build positive, trusting relationships with their children.
- teachers must teach appropriate classroom behaviour to those who don't show it at present (modelling, describing, direct instruction, reviewing, encouraging and rewarding).
- assertive teachers are demanding, yet warm in their interactions, supportive of children and respectful in tone when addressing challenging behaviour.

Assertive teachers will use some of the following strategies.

- Recognise and quickly respond to appropriate behaviour – (catch the children being good!).
- Communicate your displeasure with inappropriate behaviour and also tell them what they should be doing.
- Use the broken record technique and combine this with the sequential list of consequences.
- Use positive repetitions and give thanks (eg; A put his hand up and so did B. Thank you).
- Use proximity praise (Kounin's ripple effect).
- Use Positive-I statements ("I really like the way C is working with D").
- Use proximity control if necessary – moving towards children misbehaving.
- If the children don't possess the right classroom behaviours, then teach them.

We believe that teachers, LSAs and Mid-Day Supervisors should all adopt the same positive, assertive approach towards behaviour management.

SCHOOL RULES/ CODE OF BEHAVIOUR

We believe that the most effective way of achieving our aims is to encourage and praise POSITIVE behaviour. The following Golden Rules are the underlying principles we wish to nurture throughout our school.

- Do work hard
- Do listen
- Do be honest
- Do be gentle
- Do be kind and helpful
- Do look after property.

These are our Golden Rules and they are displayed in every classroom. We make frequent reference to them by 'catching children being good' and explicitly noticing when children are demonstrating their understanding of the rules. All adults follow an 'Assertive Discipline' approach to managing behaviour throughout the school; rewarding and praising good behaviour and reminding of consequences.

REWARDING POSITIVE BEHAVIOUR

Teachers will acknowledge and reward positive behaviour when they see it. Rewards will be celebrated in the following ways:

- House Points, which are added up each week.
- Excellent work, or excellent behaviour will be taken to the Head Teacher or Senior Leader for praise and might sometimes be shared in assembly.
- Children from across the school will be nominated for a weekly 'Star of the Week' certificate, which will be presented in assembly. Parents are invited to attend these weekly assemblies.

BREAKFAST/LUNCHTIMES/AFTER SCHOOL CLUB

In the dinner hall the children are expected to follow the Golden Rules and the following to ensure lunchtimes are pleasurable for all children.

- Children stay in their seat until they are told to collect their food etc
- Walk carefully. Use 'slow feet'
- Talk quietly
- Line up calmly and quietly
- Say please and thank you
- Use good table manners
- Raise a hand to get attention

Not following the Golden Rules outside could result in a child having some thinking time inside with a member of staff. If a child is not following the above the following approach should be taken.

1. Verbal warning and reminder that the child should make good choices. Child reminded of the Golden Rules.
2. Second verbal warning and child told what the next step will be unless a good choice is made.
3. A third incident and the child will be given a maximum of 5 minutes thinking time **on a bench or with the adult on duty**. There will be the loss of some playtime/lunchtime to discuss behaviour and for the child to reflect.
4. A fourth incident and the child will be sent to a teacher inside. There will be the loss of some playtime/lunchtime to discuss behaviour and for the child to reflect. A thinking sheet could be used to help the child think about the choices they made and will make in the future. Parents will be informed by the class teacher.
5. A fifth incident and the child will be referred to a senior member of staff and a conversation will be had with parents to informing them of what happened.

THE SCHOOL ENVIRONMENT

We recognise that the physical environment of the school can have an impact on children's behaviour. We work to create and maintain stimulating, tidy classrooms, work areas and play areas that encourage and foster children's independence. We are clear with routines and expectations throughout each day. We provide high-quality resources for the children and trust them to use them appropriately. We use collective worship times, PSHE lessons, circle times and a weekly whole-school forum to discuss issues that arise, find solutions to problems and to give children ownership of their school routines and rules.

UNACCEPTABLE BEHAVIOUR

The United Nations Charter for the Rights of the Child Article 28 says all children have the right to an education. Whilst we aim to always reward positive behaviour in all children, we acknowledge that there will be times that we have to deal with unacceptable behaviour. The following behaviours have been identified by staff and pupils as unacceptable:

- Physical violence.
- Discrimination of any kind
- Deliberate disobedience, including refusal to cooperate, theft and lying.
- Threatening or aggressive behaviour, including bullying.
- Disregard for the school environment & property.
- Behaviour that impinges on another child's Right to an Education
- Rudeness

As with rewards for positive behaviour, we recognise that it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way.

PROCEDURE FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident. Most problems are dealt with on the spot, with the child being reminded about our expectations, the agreed code of conduct and the rights of their peers to enjoy their education. In class the procedure for dealing with unacceptable behaviour relies on consequences. It follows 4 steps. These are:

1. Verbal warning and reminder that the child should make good choices. Child reminded of the Golden Rules.
2. Second verbal warning and child told what the next step will be unless a good choice is made.
3. A third incident and the child will be given a maximum of 5 minutes thinking time **in** class. There will be the loss of some playtime/lunchtime to discuss behaviour and for the child to catch up on any missed learning.
4. A fourth incident and the child will be sent to a partner class for 10 minutes. There will be the loss of some playtime/lunchtime to discuss behaviour and in order to catch up with any lost learning. A thinking sheet could be used to help the child think about the choices they made and will make in the future.
5. A fifth incident and the child will be referred to a senior member of staff and a conversation will be had with parents to informing them of what happened.

With children in younger classes, at the teacher's discretion, an additional first step may be used in the form of a request to change behaviour.

Where incidents occur between children, staff ask both parties "What happened?" in order to encourage the children to describe the problem in their own words. Staff never leap to conclusions, but listen to both sides before helping the children to resolve the issue, or taking further measures. Our aim is to use a restorative approach to resolving conflict.

Unacceptable behaviour is logged and submitted to the SLT via Arbor. Behaviour that is classified as peer-on-peer abuse, homophobic or racist is logged separately and monitored via My Concern.

BYPASSING THE STEPPED APPROACH

Sometimes, children's behaviour can be severe enough to warrant by-passing some or all of these 5 steps. Any behaviour that:

- Puts the health, safety and well-being of other children or members of staff at risk
- Puts a child's own safety or well-being at risk
- Is discriminatory on grounds of race or any other reason
- Can be construed as bullying

The above will result in immediate referral to the Senior Leadership Team and the child's parents will be informed. This behaviour is always logged via Arbor or My Concern (see above).

If, following the use of the 5-stepped approach, no further progress is made and a child's behaviour continues to be challenging over a period of time, other options will be considered. This will include a meeting between all parties to consider the next best step. It is likely that the SENCO and headteacher will be involved in drawing up an Individual Behaviour Plan (IBP) or for setting in motion a Risk Assessment. These documents outline the specific targets/areas being worked on. Other external agencies may also be involved at this stage.

We recognise that there are often underlying causes for children's challenging behaviour. We know that children who struggle to conform to behaviour expectations often need support, encouragement and understanding from the adults who work with them in addition to clear and consistent boundaries, targets for improvement and agreed sanctions.

PARTICULARLY CHALLENGING BEHAVIOUR

Children who display particularly challenging behaviour will have an Individual Behaviour Plan and strategies for dealing with their behaviour will be discussed with parents and staff. In the event that a child is particularly disruptive and the school sanctions are not working we have a clear action plan to follow:

1. Ask for support (and be prepared to offer support)
2. Remove the child from the situation or remove the children from the child, leaving staff with the child
3. Remove objects that could harm the child or be used to harm others from the vicinity.
4. Be prepared to restrain the child following the School Safe guidelines (see below) and give time for the child to recover their equilibrium.
5. Contact parents
6. Use a regulation chart to analyse the incident, focusing especially on the triggers and the response of the adults.

This type of incident will always be followed up with a meeting with parents and with the child.

USE OF REASONABLE FORCE

Sometimes it might be necessary to restrain children or use other reasonable force for those who pose a risk to themselves or others. The Department for Education Guidance (Use of Reasonable Force 2012) outlines the duties and responsibilities of all members of staff in relation to the use of physical contact with children. Reasonable Force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

If this need should arise, we will restrain children following training guidance from the Bells Croft, Suffolk Steps guidelines for which Senior Teachers and other members of staff have received additional training. In our school, it is our policy to always inform parents if we have had reason to restrain a child.

Force will never be used as a punishment. Indeed, to do so would be unlawful.

IF A CHILD LEAVES THE SCHOOL SITE

If a child leaves a school site without permission during school time, the office and DSL's must be informed immediately. Staff will then aim to locate the child outside of the school to make sure they are safe. The DSL will then decide to contact the police and report the child as missing if they are at risk or out of an adult's sight. Parents will be contacted and called to the school to aid in locating the child and to help keep them safe. Force should not be used by staff to return the child. However, reasonable force can be used in order to protect the child from immediate harm. Please see further guidance in this document regarding how to respond to unacceptable behaviour.

SEARCHING AND CONFISCATION

If there are reasonable grounds for suspecting a pupil could have a prohibited item on school grounds, the Head Teacher and any staff authorised by the Head Teacher have a statutory power to search pupils and their possessions without the pupil's consent. Prohibitive items outlined in the DfE's guidance 'Screening, searching and confiscation' 2012 include knives or weapons, alcohol, tobacco or stolen items. In the event that members of staff ever need to conduct a search, this will be done so in accordance with the DfE guidance. Members of staff have the right to confiscate any items that are interfering with learning in the classroom including toys.

SUSPENSIONS

We are an inclusive school. Where possible, the teachers and staff at Charsfield School will always work in partnership with pupils, parents and other outside support agencies to help children who require an individual approach to behaviour management.

However, in some cases, where necessary, the Headteacher has the authority to exclude a child from school. This 'last resort' will be used for pupils who, through their behaviour, put themselves or others at risk of harm, or who have a record of continuous serious misbehaviour which jeopardises the learning and well-being of themselves and others.

Exclusion will be used as a sanction for one-off events if the incident is serious enough to warrant it such as

- Violent and aggressive behaviour which has harmed other children or threatens to harm them and from which the child has not been able to calm down.
- Violent or aggressive behaviour towards a member of staff
- Repeated swearing or spitting at others
- Deliberately and violently damaging school property
- Persistent breaches of the school's behaviour policy
- Persistently harming the learning of other children

In such cases, the latest guidelines from the ASST MAT will always be strictly adhered to.

Parents will be contacted by phone and in writing and a meeting will be arranged to discuss and resolve the matter. Parents will be informed of their right to make representations to the Governing Body and LA. The Governing Body will be informed of all exclusions on the day it happens. A 'return to school' plan will be drawn up to help reintegrate the child successfully. This will include a meeting with the child and could include drawing up a Behaviour Contract.

PERMANENT EXCLUSION

Where a child is to be permanently excluded, the parents will be informed in detail of the reasons for exclusion. Parents will also be informed of their rights to make representation to the ASST MAT and or Governing Body. The Headteacher will notify the ASST MAT and Governing Body. A Governors Meeting will be held to either confirm the decision or reinstate the pupil. Parents will be informed of their right to appeal.

BULLYING

The trust defines bullying as follows (see MAT bullying policy) [d48f8b_d95b70e3b3b7440e89f6cafc1432cadc.pdf](#).

Bullying is "Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", November 2014) Bullying can include: name calling; taunting; mocking; making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying of any kind is not acceptable at Charsfield School. We have a responsibility to promptly and effectively deal with the issue of bullying and to treat the issue seriously. In order to raise awareness of bullying, we participate in Anti-Bullying Week annually.

Any children that are a target of bullying will be supported and helped. This might take the form of self-esteem building or assertiveness activities and the use of restorative techniques.

Any pupil found to be bullying will need to learn different behaviour patterns and we will also support this process.

We recognise that some children are more at risk from bullying than others. These might be children who;

- do not have a close friend in school
- are shy or are obviously different from the majority
- have Special Educational Needs.

We will remain vigilant about the possibility of bullying and we will listen to the concerns of the children in our school.

PROCEDURE FOR DEALING WITH BULLYING

In the case that an incident of bullying was suspected or discovered, we would

- Give support and help to the victim as appropriate
- Attempt to examine the reasons for the bullying including any underlying causes
- Develop strategies to support both the bullied and the bully
- Record serious incidents of bullying
- Contact the parents of both parties
- Attempt to solve the issue using restorative approaches

Throughout the school year the children have opportunities to discuss different types of appropriate and inappropriate behaviour through their PSHE lessons. They learn to make appropriate choices, to be assertive, to negotiate disputes and to seek help when they need it. This work includes lessons on saying no to bullies. Where needed, we also run additional small group work.

RACIST INCIDENTS

If there should be an occasion when racial harassment takes place this would be dealt with by the Head Teacher and parents would be informed. The LA would be made aware of the incident on the annual return form.

ROLE OF PARENTS

Behaviour management works most successfully when parents and staff work closely together. We encourage co-operation from parents and their involvement with behavioural issues concerning their child. When children join our school, parents are asked to sign the Code of Behaviour document which acts as a Home-School Agreement. We also publish this Behaviour Policy on our school website.

We inform parents at the earliest opportunity when a behavioural incident occurs either through a note in a communication book, or, if necessary, by phone or discussion at the end of the day. In the case of persistent challenging behaviour, or if a serious incident occurs, a meeting will be organised to agree a shared approach and set behaviour targets (IBP – see above).

ROLE OF THE EXECUTIVE HEAD TEACHER & HEAD OF SCHOOL

The Head Teacher takes the lead in implementing the school behaviour policy and promoting the agreed approach. However, it is the role of **all** members of staff including teachers, LSAs, Midday Supervisors and Support Staff to manage the behaviour of children following the agreed approach so that the behaviour policy is applied consistently throughout the school.

The Executive Head Teacher and Head of School will monitor whether the behaviour policy is being applied consistently and will report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Head Teacher and Head of School to ensure the health, safety and welfare of all children in the school.

ROLE OF GOVERNORS

The Governing Body has the responsibility of monitoring the agreed approach to maintaining standards of discipline and behaviour and of reviewing this policy's effectiveness. The Governors support the Executive Head Teacher and Head of School in implementing the Behaviour Policy.

The Executive Head Teacher and Head of School have the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice to the Head Teacher about particular disciplinary or behaviour issues. The Executive Head Teacher and Head of School must take this into account when making decisions about matters of behaviour.

The Governors have a role to play in the monitoring of cases of exclusions and establishing a committee to review cases where Permanent Exclusion is called for.

The Governors should follow the normal grievance procedure in cases of complaint.

CONCLUSION

This policy has been established to create a framework for promoting the values and behaviours we would like to encourage and to provide clear boundaries. Its implementation should enable all adults to deal consistently, firmly and fairly with challenging behaviour, and provide support to those whose behaviour falls consistently short of expectations. This document will need to be reviewed annually and updated accordingly.

RELATED POLICIES

- Attendance Policy
- PSHE Policy
- SEND Policy
- Anti-Bullying Policy
- Behaviour and discipline Policy
- Complaints Policy
- Safeguarding and Child Protection Policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Relevant Curriculum Policies