



# Relationship and Behaviour Policy

Upton Heath  
Church of England  
Primary School

Policy updated by:	S Roberts
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Agreed by Principal:	July 2023
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## 1. Rationale

At Upton Heath C of E Primary School, we strive to provide a supportive and nurturing learning environment where every child is encouraged to reach their full potential and to "be the change they wish to see in the world."

Our Vision is to empower our children to be like the Good Samaritan; to become **responsible. courageous** and **compassionate** global citizens who are equipped with the knowledge, skills and attitudes necessary to succeed in a changing world

Values

Compassion, courage and responsibility

In order to promote a well-disciplined, ordered and thriving school community, that allows all our children to achieve their best, we use a positive approach to behaviour that is designed to motivate and celebrate our children by recognising the exceptionally good things that they do each day. Our policy reflects the Equality Act 2010 and shows no discrimination.

Our approach is to ensure that all children, regardless of their differences, are celebrated for these good things. Our policy takes into account the wide range and individual needs of our pupils. This means when applying our rewards and consequences we ensure we act in a fair and reasonable manner, in order to promote an inclusive environment.

We also recognise that in order for the school to function effectively, it is crucial that everyone is clear as to the sort of behaviour that is expected on a day to day basis. So we model that behaviour for children and reinforce it throughout the school day. Where

children find it difficult, at times, to follow this approach, we have clear consequences in place, to support the child in modifying their behaviour.

## 2. Aims

The aims of our behaviour policy are:

- ✓ To celebrate our children and motivate them with appropriate recognition
- ✓ To promote an environment that allows a focus on quality teaching and learning
- ✓ To help to develop the self confidence of pupils and promote their self-esteem in order to support their social, emotional and personal growth.
- ✓ To help create an inclusive, compassionate environment where all children can succeed
- ✓ To adopt a fair and non-discriminatory approach
- ✓ To actively promote children's conduct in line with British values
- ✓ To encourage children to take responsibility for their actions

We believe that to fulfil these aims, it is crucial to ensure there are **positive relationships across the school between staff and between pupils and staff**. In order to secure these positive relationships as a foundation for positive behaviours, we have identified the following key areas of school practice.

## 3. Classrooms – pastorally proactive

We expect classrooms to be welcoming places, where children feel comfortable and at ease in order to support their learning. For this to happen, we ensure the following is in place:

- Calming music at different times of the day
- An environment that includes neutral colours and a reduction of bright colours
- Plenty of natural light
- Clear windows to allow natural light and enable children to see outside
- Visual timetables to provide children with reassurance as to what is happening each day
- Greenery in the classroom with natural/artificial plants
- Positive messages displayed in appropriate areas

All staff will adhere to our guidance on the following:

**“PIP and RIP”**  
**Praise in Public**  
**Reprimand in Private**

#### **4. Meet and greet**

We encourage staff to welcome children each morning with a positive greeting to put them at ease at the start of the day. This could be at the door or within the classroom.

#### **5. Wellbeing check-in**

We provide opportunities in each class for the children to share their feelings and inform the staff how they are feeling. This allows the staff to follow it up during the day and check in with each child to address any issues.

#### **6. Understanding behaviours**

We recognise that what we see as behaviours from the children is, at times, the tip of the iceberg. The reason for these behaviours can be the result of a feeling that arises from an unmet need. As such, we focus on the behaviour rather than the child and look for ways to reduce the impact of that behaviour so that it does not continue in the future.

#### **7. School values**

In order to establish an environment that is conducive to effective learning and that supports pupils' all round development, we have agreed three core Christian values – Compassion, Courage and Responsibility. These are displayed throughout the school and underpin our work in school. All children are taught about the values through classroom work and in collective worship. They are clear and easy to remember and articulate the behaviours we want to see demonstrated by everyone in school.

## **8. Establishing high expectations**

We have high expectations of pupil behaviour. We want to instill these high expectations in all pupils so they understand their responsibility in supporting a positive environment through the school. This includes showing pride and taking care in all areas of the school, particularly shared spaces such as the following: cloakrooms; toilets; library; playground areas; lunch trolleys; resource areas. We remind children of their responsibilities and set up monitors for various areas to help reinforce and secure high levels of pride and care.

We expect children to behave in all areas of the school, with or without an adult present. Establishing these expectations takes time and is something we build into our curriculum and teach the children in the classroom, during collective worship time or outside during break times. This might include how to line up sensibly; how to use the welly racks to store boots neatly; how to behave in the dining hall. Establishing these routines and norms helps to create an environment around the school which supports effective learning and creates a positive culture.

We reiterate these messages with children through the use of clear and concise language based on three simple school rules:

Be Safe

Be Kind

Be Respectful

[See our behaviour poster appendix 2]

## **9. Rewards and consequences**

We regularly celebrate the success of pupils in a variety of ways as we recognise that focusing on success and positive outcomes is essential in developing a positive culture in school. We celebrate these successes in many ways including;

- Verbal praise/feedback
- Certificates in celebration assemblies
- Kindness Awards
- Post Cards or phone calls home
- House points/certificates awarded for good behaviours
- Star of the Week

- Headteachers Awards
- Multiple opportunities during the day for a fresh start

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. Our staff have a good knowledge of trauma-informed practice and key information including ACES (Adverse Childhood Experiences) and external factors will be shared promptly with relevant staff. All our staff understand that presented behaviour is often an outcome or a response to ACES and will adopt and implement **trauma-informed strategies** that pre-empt unacceptable behaviour.

We want pupils to take **responsibility** for their behaviour and will encourage pupils to do this through restorative approaches which enable pupils to reflect upon their behaviour and to make amends. **This process does not, however, replace consequences.**

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across our school may include but are not exclusive to the following list:

- Verbal rule reminders
- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- Completing work which is unfinished/unsatisfactory
- Missing a specified amount of break/lunch time
- Working in a different classroom for a limited time
- Internal exclusion
- Fixed term suspension
- Permanent Exclusion (see section 17 below)

Consequences for specific behaviour can vary based on factors such as:

- The age of the child
- The specific circumstances of the behaviour
- The needs of the children involved

Where possible, consequences should happen **as close in time to the behaviour incident as possible**, so that children have a clear understanding of the reasons for the consequence.

The following is provided for guidance:

#### **Time to reflect**

Age of child	Suggested reflection time
Year 1	1 minutes
Year 2	2 minutes
Year 3	3 minutes
Year 4	4 minutes
Year 5	5 minutes
Year 6	6 minutes

#### **Time out of break or lunchtime**

<b>Age of child</b>	Suggested time off break/lunch
Year 1	2 minutes
Year 2	4 minutes
Year 3	5 minutes
Year 4	6 minutes
Year 5	8 minutes
Year 6	10 minutes

Where appropriate, this time should be used to **discuss the behaviour and repair any relationships** that have been affected.

Children should always be **told why** they are missing break or lunch time and **how much time they are missing**.

Once a consequence has happened, the **child should return to their normal school day**, unless a Senior Leader has decided that it is not in the interests of the child and/or class to do so.

Internal exclusions are given with the agreement of the Senior Leadership Team and recorded appropriately. A fixed term suspension is the decision of the Principal following an investigation. Internal exclusion and fixed term suspension are usually consequences of behaviours which have caused significant health and

safety risks or have had a significant impact upon the safety and learning of others.

Examples of such behaviour, as referenced above could include, but are not limited to, the following examples:

- Sexual violence and sexual harassment
- Inappropriate language
- Verbal abuse
- Aggressive behaviour
- Bullying
- Discrimination
- Physical abuse
- Damage to property
- Refusal to comply

Consequences should always be **reinforced by telephone calls, letters to parents and recorded on our school's system**. Exclusions or suspensions will be shared with parents and any supporting agencies.

## **10. Lunchtimes**

We have the same high expectations of behaviour during lunchtimes and breaktimes, with the same school rules applying:

Be Safe

Be Kind

Be Respectful

However, rewards and consequences may differ due to the location and nature of lunchtimes. During lunchtimes, we encourage positive choices by:

- Verbal praise/feedback
- Lunchtime reward stickers
- Kindness Awards
- House points

Consequences for behaviour that is not in line with our school rules may include the following:

- Verbal rule reminders

- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- Eating lunch away from peers
- Missing a specified amount of break/lunch time (see suggested times above)
- Separation from peers to ensure safety and wellbeing
- Alternative lunchtime provision

## **11. Vulnerable pupils and pupils with SEND**

We are aware that for some children achieving the high expectations we have at Upton Heath requires additional support and measures to be put into place. We have a number of children with special educational needs and some with an Educational Health Care Plan. For these children and others who we have been identified as vulnerable, we may spend more time modelling the behaviours required and reinforcing them each day to ensure they are understood.

Being aware of an individual's pupils' needs is central to this and goes back to the importance we place on effective relationships being at the heart of our behaviour policy.

When rewarding children, we take into account these individual needs to ensure we differentiate our approach appropriately for children who are more vulnerable or who have special educational needs. This includes taking on board **trauma informed practice** guidelines.

## **12. The use of force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. When considering using reasonable force staff will consider the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **13. Behaviour Support Systems**

The school utilises the support of a range of agencies to promote positive behaviour and supports staff in dealing with examples of more challenging behaviour when it occurs. This could include but is not limited to, the SENDCo,

learning mentor or external agencies such as behaviour consultants or on very rare occasions, when the need arises, the police and our local community support officer.

#### **14. School Trips and Residential**

A child's behaviour in the days or weeks leading up to a school visit off site, may cause concern and lead to the parent being spoken to about their child's participation on the trip. For a day visit, this could lead to the child not attending.

On occasion, the child's parent may be asked to accompany their child on the visit, in order for them to take part. If the parent is unable to accompany their child on the trip, it may mean they do not attend and have to remain in school. They may also be advised that any inappropriate behaviour could result in their child being collected from the trip and returned to school. Where no staff member is available to do this, it may be the responsibility of the parent.

If the school visit relates to a residential, the parent may be informed that their child's behaviour is a health and safety risk and the school is not prepared to take them. In such rare incidents the child will have to remain in school and be given an alternative curriculum. If this decision is made after the cancellation period, the parent will not be reimbursed.

#### **15. Clubs**

If a child misbehaves while attending a club, which may run before or after school or at a lunch time, the parent will be informed. This may result in the child being asked not to attend the club the following week or if it is of a serious nature not attending any future sessions.

If poor behaviour continues in subsequent weeks, the parent will be informed that the child is at risk of being excluded from the club. The parent will be offered the option to remove their child voluntarily. However, if they continue to attend the club and poor behaviour continues, the school will inform the parent that their child is being removed from the club. In this instance if there is a charge associated with the club the parent will not be reimbursed for outstanding sessions.

#### **16. Outside School Premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. This is in line with sections 90 and 91 of the Education and Inspections Act 2006. This would only be the case where it is reasonable for the school to regulate pupils' behaviour. This could include but is not limited to bullying incidents occurring anywhere off the school premises, including those that occur online. In such cases, the school will investigate and may act on what has been reported. A decision will also be made as to whether it is appropriate to notify any outside agencies such as the police. Disciplinary sanctions will only be implemented when the pupil is back on school premises and under the lawful supervision of school staff.

## **17. Online behaviour**

School expects the same standards of behaviour from pupils when they are online as when they are in school. We recognise that poor behaviour outside of school may occur online. When the school is aware of such behaviours it will act to deal with it swiftly and to ensure children involved are spoken to. For any child who is a victim of online abuse, it will involve them getting support from the school. For the perpetrator, it could include using one of the sanctions outlined above. Parents would normally be informed as well and additional education for the perpetrator may be necessary too.

It is important that all children know the school can act on poor behaviour outside of the school gates and to know that home and school work together to establish positive behaviour and deal with incidents when they occur.

## **18. Suspension and Exclusion**

On the very rare occasion that a child refuses to adhere to the policy, it could lead to them being suspended. This could be as a result of their continued and repeated inappropriate behaviour, or as a result of a serious incident.

If the suspension was related to a number of incidents over a period of time, suspension would normally only occur after a number of systems have been implemented to try and improve the situation. This could include but is not limited to the following: working with senior staff members, learning mentor intervention, outside agency support, Behaviour Support Plan, other systems as the school sees fit to try and improve the situation.

In such incidents, parents will be informed and made aware that their child is at risk of a fixed term suspension or permanent exclusion.

An immediate suspension may occur where a child has behaved in a manner that affects the safety of themselves or others or has behaved in an extremely inappropriate way. This includes but is not limited to the following: an extremely aggressive act; refusal to cooperate with any instructions from an adult; vandalism or any other act that the school feels requires the child to be removed from the site for a period of cooling down. Where this is the case the child's parents are contacted and the suspension will begin from the time they are removed from the school premises. If the child continues to disrupt, after repeated suspensions, then the school will seek to look at a managed transfer or permanent exclusion.

## **19. Behaviour Blueprint**

To summarise our approach to behaviour, we have produced a blueprint, which is shared with parents on our website. [See appendix A)



## Appendix A: Behaviour Blueprint

All adults will aim to:

Have **high expectations** for all

**Build trusting relationships** by getting to know children as individuals and supporting them to be the best they can be

Be **calm, kind and positive** at all times

Ways we **celebrate** children:

- Verbal praise
- Emails/postcards home
  - House points
  - Kindness Awards
- Attainment certificates (Reading and Maths)
  - Praise certificates
  - Star of the Week
- Headteachers Award

### Consequences for poor behaviour choices:

1. Reminder: Non verbal
2. Reminder: Private verbal reminder
3. Final reminder: Conversation
4. Time to reflect: Calming space in class
5. Time to reflect: Calming space out of class
6. Missed break/lunch time
7. Conversation with senior teacher
8. Contact with parents
9. Pastoral support plan

### Questions to repair and rebuild:

When things go wrong ask:

What happened?

What/how were you feeling at the time?

What have you thought about since?

Who has been affected by what you have done?

What do you need to do to make things right?

Consequences for specific behaviour can vary based on factors such as:

- The age of the child
- The specific circumstances of the behaviour
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Where possible, consequences should happen **as close in time to the behaviour incident as possible**, so that children have a clear understanding of the reasons for the consequence.

The following is provided for guidance:

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