



**Barford St. Peter's C.E. (V.A.) Primary School**

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# **Behaviour and Relationships Policy**

## **2025 - 2026**

Date adopted: September 2023

Review date: September 2026



## **BEHAVIOUR AND RELATIONSHIPS POLICY**

<b>Policy Updated</b>	<b>September 2023</b>
<b>Reviewed &amp; Agreed by Governors</b>	<b>September 2025</b>
<b>Next Review</b>	<b>September 2026</b> (sooner if required)
<b>Head Teacher</b>	<b>Mary Baker</b>
<b>Deputy Head Teacher</b>	<b>Lucy Rose</b>
<b>Chair of Governors</b>	<b>Matt Adam/Ann Holliday</b>

### **AIMS**

- To reflect the beliefs of our vision and that the practices and strategies associated with it are viewed as an integral part of the whole ethos of the school.
- To ensure that all pupils and adults have a sense of belonging, feeling safe, secure, valued and respected as a member of a much wider, caring community.
- To maintain clear and consistent expectations of behaviour throughout the school to maintain the high standards which already exist in the school.
- To ensure that our pupils are intrinsically motivated to do the right thing because it is the right thing to do.
- To uphold our ethos in which reflection about one's behaviour is a normal way of living and help pupils develop a clear understanding that their behaviour is their own responsibility.
- To provide a clear, fair and consistent approach to support positive behaviour and relationships.
- To equip staff well to support pupils with strategies to manage their emotions and behaviour.
- To support families in encouraging patterns of good behaviour in their pupils, working in partnership with the school.



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## CONSISTENT STRATEGIES USED BY ALL ADULTS

Knowing pupils well and investing in building positive relationships; blending warmth, kindness and positive assertiveness.

Praise and positive reinforcement are the main means of achieving our aims. Pupils need to feel valued, respected and safe. They need to have a sense of self-worth and of responsibility, which is provided by clear, fair and consistent rules.

“Connect before correct” and the use of positive language.

Establishing, rehearsing and reinforcing agreed co-constructed class routines.

Setting and maintaining high expectations for all.

Every member of staff has a responsibility to work within and promote the school's agreed framework of values and behaviour.

All staff have a responsibility to supervise pupils, not only in their classrooms but also around the school site.

Inappropriate behaviour will not be ignored. By working together, the staff demonstrate to the pupils what is appropriate and unacceptable.

## CURRICULUM AND ENVIRONMENT

School is a place for learning and it is the right of all pupils to receive uninterrupted experiences in academic, social, moral and spiritual areas in order to grow into well-rounded individuals. Respectful Rules, created by the pupils, are displayed in classrooms and around school.

We aim to deliver the National and Early Years Foundation Curriculum to all our pupils in an ambitious and progressive manner, stimulating enthusiasm and interest. We aim to broaden the experiences of our pupils by a range of differentiated tasks and opportunities.

Teaching styles vary across the school, depending on the age and ability of the pupils, as well as the subject being taught. We recognise that pupils have a variety of learning styles and we aim to address this wherever possible.

The whole school community is based around positive relationships within clearly defined expectations that apply to all. Positive social behaviours are taught across the curriculum, particularly in PSHE, and all staff are expected to model positive social behaviour at all times.

### **Within the classroom:**

- An agreed 'Class Code of Conduct' is visible in each classroom and is regularly referred to.



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- Pupils are clear about rules and procedures, as well as expectations about high quality work. In line with the school's high expectations, pupils may be required to stay in for part of their break or lunch time to complete work that does not reflect their full potential.
- Aims and objectives for each lesson should be clear and communicated to the pupils.
- Work is accessible for pupils of all abilities, in order for them to achieve their potential.
- Marking/feedback is supportive and appropriate in order to motivate pupils.
- Staff anticipate situations where the pupil may have difficulties and make reasonable adjustments.
- Positive social and learning behaviours are modelled and rewarded.
- Everyone has the right to learn in a culture of kindness and positivity.

We aim to provide a welcoming, comfortable, attractive and stimulating environment for the pupils. Pupils are expected to take an active role in maintaining a neat and tidy environment.

### **PRAISE SYSTEMS TO PROMOTE POSITIVE BEHAVIOURS**

- Clear and concise expectations of behaviour are described, modelled and encouraged through consistent practice throughout all parts of the school each day; including, class/whole school assemblies/worship, in class time and around school to ensure that all pupils understand what is expected of everyone by everyone
- Whole class reward systems to encourage a collective approach to creating a positive environment for learning. Each class uses a marble jar and when the jar is full, the whole class receive a treat.
- A zone board is used to promote positive behaviours in EYFS and Key Stage 1. Pupils can be rewarded for positive classroom behaviour, where they are moved upwards. If they end the day at the top of the zone board their name is placed into a 'golden box', where these pupils receive 2 house points. If a pupil has already received a verbal warning and doesn't improve their behaviour choices, they may be moved into the 'thinking zone' for a short period of time. After which, a restorative conversation will take place with a member of staff.
- Whole school house points system is used to praise and reward individuals.
- Unconditional positive regard for others is reinforced with all pupils and stakeholders at all times
- Verbal and written praise from the class teacher or other adults in school for good attitude, learning, effort or behaviour, with specific links to be made to our Christian vision and values
- Pupils who have demonstrated the above may be asked to share their good role modelling or learning with other pupils and adults in school, and with their families at home
- Pupils are praised for demonstrating strong values – especially our core Christian values of kindness, compassion, respect, responsibility, thankfulness and perseverance. Pupils are rewarded with values tickets.
- Pupils are praised for demonstrating their acquired skills and attributes such as resilience, adaptability, problem solving, resolving conflict and regulation.



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- Teachers will share information about a child's behaviour/attitudes either by phone, face-to-face, invitation to celebration worship, email or texts to parents to celebrate positive behaviours and achievements.
- Pupils' achievements are celebrated weekly in class (star of the week) and celebration worship.
- Pupils and staff are encouraged to share their achievements from outside of school and celebrate these with the school community.
- Pupils who demonstrate and uphold positive behaviours will be rewarded with leadership responsibilities in order to act as role models for the rest of the school.

## **GENERAL STRATEGIES FOR BEHAVIOUR MODIFICATION**

Any incidents of unacceptable behaviour occurring in school will be treated fairly and with firmness. A number of strategies can be employed:

- positive reinforcement of other learning behaviours
- reminding the pupil of acceptable behaviour
- showing displeasure through a glance, gesture or expression
- suggesting a move of place
- providing support from another adult
- move pupil next to a supporting adult

It is unacceptable for any member of staff to raise their voice to pupils unless calling out a warning in the case of safety.

Pupils who have not settled to work and are preventing others from learning and the teacher from teaching, may need some 'reflection time'. This consequence is only to be used when other strategies have failed. Consequences will be appropriate and agreed during the conversation surrounding the behaviour. Adults are to ensure that a consequence is never associated with a curriculum area. Any reflection time for pupils should be reflective and managed with sensitivity. Pupils are never shamed, verbally or with visuals, for poor behaviour choices.

### **Consequences may include:**

- time off the playground – this may be outside time supervised in an area away from the main playground and/or identified individuals/groups of pupils
- time (in a safe space) to self-regulate with support from an adult
- time out of class with a learning activity to allow some pupils the space and time to "repair"
- time to reflect and discuss with a member of staff

The Phase Leader will also be notified of such occasions.

If behaviour fails to improve at this stage then the behaviour is referred to the Head Teacher or Deputy Head Teacher. Parents may be informed and a meeting arranged to discuss next steps.

A Positive Behaviour Plan may be issued at any stage.



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## INCLUSION

Our staff are trained to know that 'all behaviour is communication'. It is essential that adults stop to consider what the child is trying to communicate. We realise that this will be different for every child so may look different in each individual case.

As much as all classrooms embody the nurturing ethos, some pupils who need extra support may access alternative or personalised provision within our school. This may be on an ad-hoc basis in that there has been an unforeseen situation (such as a bereavement, change in family circumstances, other trauma, an incident outside of school) that has affected a child's wellbeing.

Other pupils who need more specialised support will be identified and assessed using a range of assessment and screening tools in order to support gaps in their development. They may have a short-term set timetable of support and provision before being integrated back into their class.

Pupils can be identified by class teachers as needing extra emotional support at which point the SENDCo will be consulted. This may result in pupils receiving extra support or therapies from: walking and talking, a named adult to touch base with, Lego therapy or counselling. We purchase time from professional counsellors but, at times, there can be a waiting list when caseloads are high. In discussion with school staff, the counsellors determine when counselling is going to be most effective for each individual case.

If it is identified that a child is going to need a higher level of targeted support for a sustained amount of time, the child will have a Personal Learning Plan or Positive Behaviour Plan.

The plans are written by the SENDCo, with the child's class teacher, adults who work closely with the child, and home adult. The plans are reviewed and adapted regularly with the child and adults in school. Full parental engagement is expected to ensure that effective and purposeful long-term changes and progress can be made.

Staff log all incidents on our online CPOMS system so that there is a full picture of support provided, both external, internal and detailing parental engagement.

Some pupils find unstructured times of the day like playtimes and lunchtimes more difficult than structured times. Provision which can be put in place for pupils who are experiencing problems with maintaining safe behaviours may include lunchtime club or supervised quiet activities within the classroom.

## STRATEGIES WHEN BEHAVIOURS ARE NOT SAFE

Staff are well trained to use a range of hands-off de-escalation and preventative strategies. Team Teach is part of this training. Pupils who require any hands-on support to keep them and others safe have a specific Personal Intervention Plan. All PIPs are written with the class teacher, adults who work closely with the child, the SENDCo and the Head Teacher. The PIP must be shared with the parent and all familiar adults so that it is understood and adhered to by everyone. Relevant aspects of the PIP are shared with the child as appropriate for the level of need.



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It is important to ensure that the school's behaviour policy appropriately addresses the use of reasonable force with reference to statutory guidance and the document 'Guidance on the Use of Force and Physical Intervention', which can be accessed in Warwickshire's inter-agency safeguarding procedures at <https://www.safeguardingwarwickshire.co.uk/safeguarding-pupils/iwork-with-pupils-and-young-people/interagency-safeguarding-procedures>.

KCSiE (DfE, 2023) highlights that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard pupils and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The school operates in accordance with Warwickshire County Council's *Guidance on the Use of Force and Physical Intervention*, which highlights that staff should deploy every possible hands-off, de-escalation strategy to prevent the need for physical intervention. Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with pupils; using non-threatening verbal and body language; helping pupils to recognise their own 'triggers' and 'early warning signs', and distracting or helping pupils to see a positive way out of a difficult situation.

However, the school supports staff to intervene physically and to use reasonable force when all of those strategies are unsuccessful in calming a situation; and a risk of physical harm to other pupils, adults or the child themselves, serious damage to property or serious disruption to the school remains. Staff *should* always be able to demonstrate that any such intervention is *reasonable, proportionate* and *necessary* in the circumstances, is used for the shortest possible period of time, deploys the minimum force that is necessary and is never used as a sanction.

## **SERIOUS INCIDENTS**

Any incident is deemed to be serious if it involves:

- Racial/homophobic/gender/ageist abuse of staff, pupils or visitors
- Physical assault of staff, pupils or visitors
- Verbal abuse (including threatening, lying, defiance) of staff, pupils or visitors
- Bullying (including cyber-bullying or cyber-crime)
- Deliberate damage to school property
- Other antisocial behaviour
- Leaving the school premises without permission

The following sanctions may be used for a serious incident:

- Missing lunch time/break time Internal suspension with a member of SLT
- Fixed term suspension
- Permanent suspension



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## **SUSPENSION**

Suspension is a very serious matter. Only the Head Teacher has the power to suspend a pupil from the school. If the Head Teacher is absent from school then the Deputy Head Teacher may exercise the power of suspension, but will make it clear to the parent/carer that she is acting in the head's absence.

A decision to suspend will only be taken:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

A decision to suspend permanently will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It will normally be used as a last resort.

When considering the suspension of a pupil, the school will follow LA guidance.

## **PUPIL VOICE: RESPECTFUL RULES**

Our pupils have also produced and agreed the following rules:

- Treat each other fairly. Respect people by listening, being helpful, polite and sensitive to everyone.
- Respect our school environment. Look after your own and other people's property.
- Move around our school in a safe and sensible manner.
- Always try to do your best work and allow others to do theirs.
- Wear the correct school uniform and bring the equipment you need to every lesson.
- Respect each other's beliefs and values.