Friendship **O**pportunity **R**esilience **E**mpathy **S**elf-awareness **T**eamwork

Relationships and Behaviour Policy

Drafted	Ratified by Governing Body	Planned date of review
September 2024		September 2026

	Print name	Signature	Date
Head Teacher	Miss C Redman		
On behalf of Governing Body	Mrs E Wainwright		

Relationships and Behaviour Policy

Behaviour Principles:

- Every pupil at Steeton understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. We work together to achieve this across school
- All pupils, staff and visitors are free from any form of discrimination, harassment or victimisation of any sort
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy. Classroom displays reflect this
- The policy is understood by pupils and staff. It is discussed in classrooms, curriculum time and in assemblies
- The suspension policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Working with staff and our Inclusion Lead, Mrs Kennedy, families are involved in our processes to foster good relationships between the school and pupils' home life

This policy has been drawn up in accordance with:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspensions and Permanent Exclusions Guidance
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires 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

Our Intent:

We inspire children to happy and confident, thriving in a safe and inclusive school. We are approachable, passionate and hold high expectations for all our children. Our staff are valued, empowered and supported to deliver the best for every child.

Steeton Primary School is committed to fostering an environment where respectful relationships and exemplary behaviour are at the heart of productive learning. All students, staff, visitors and families are expected to maintain the highest standards of personal conduct and accept responsibility for their behaviour and the choices they make.

At Steeton Primary School, we believe that positive relationships create the most successful learning spaces for children. Positive behaviour results in excellent relationships between adults and children, stimulates children to learn, ask questions, debate and challenge themselves.

Children learn best when they feel safe and secure. This can be achieved when expectations of learning and behaviour are high, positive behaviour is taught, modelled, and praised, while poor choices and unacceptable behaviour is challenged.

Our Relationships and Behaviour Policy guides staff to teach self-discipline and reflection. It echoes our FOREST Principles: friendship, opportunity, resilience, empathy, self-awareness, and teamwork.

At Steeton Primary School we aim to:

- Build respectful relationships between all members of the Steeton Primary School community, by displaying genuine care, trust and understanding.
- Ensure that all members of our community are treated fairly and shown respect so we can create a safe and nurturing school.
- Be clear of the expectation of good behaviour, as individuals and in groups.
- Support children to develop self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative and reflective approaches.
- Nurture a school community which values and models kindness.

Everyone at Steeton Primary School has the right to:

- Feel safe
- Be treated fairly
- Be listened to (at an appropriate time)
- Be respected
- Feel kindness, understanding and empathy from others

At Steeton Primary School, we will always show unconditional positive regard for others, even in times of difficulty.

Managing Behaviour

All staff at Steeton Primary School are responsible for praising and challenging pupils. Everyone is expected to behave in a way that reflects our 6 FOREST principles.

In the classroom, Teachers will manage their own bespoke provision for celebrating positive behaviour and tremendous work, through positive praise and encouragement. Teachers may also use virtual and physical rewards, such as; table points, Dojos, class treats, stickers and prizes.

Across school, children may be praised though verbal encouragement from other staff, stickers, Super Star certificates, special and bespoke rewards.

Each class will have an individual set of expectations based on our 6 FOREST principles, which are co-created by the class teachers and the children and displayed in the classroom. Visiting teachers and cover staff, will have their own set of individual expectations and rewards, that are suited to the activity; e.g., PE (Physical Education) and Forest School. These will be explained to the children at the beginning of the lesson.

When challenging poor choices and unacceptable behaviour staff will:

- Speak calmly, only raising their voices if absolutely required
- Investigate and discuss the incident, using CCTV if appropriate
- Use Restorative Practice to encourage the child/children to self-reflect and understand their actions
- Create a solution and follow up if required.
- Direct any Zero Tolerance behaviours to SLT.
- Record all incidences and their solutions on CPOMS using the Behaviour Category.

Lunchtime staff will also manage behaviour as above, passing any concerns on to class teacher or SLT.

Solutions in the classroom and the playground, will mostly be managed through conversation, explanation and logical consequences.

Monitoring Behaviour

Mrs Kennedy audits all behavioural concerns recorded on CPOMS. It may be necessary to monitor some children more closely to support them with their behaviour. In these instances, Mrs Kennedy will take appropriate action as necessary and parents will be informed.

Procedure

Threshold is set at 3 or more behaviour incidences per week or 1 incident of 'Hurting Others.'
Mrs Kennedy will speak to the child. Collectively, a plan will be put in place to improve outcomes. This may be done through:

- Rewards
- Adjustments within school to accommodate need
- Time to talk
- Firm instruction
- A combination of the above

Parents or carers will be informed that their child is being monitored due to their behaviour and will be informed of the plan moving forward.

Children will be monitored for 2 weeks in the first instance. Parents will be informed when their child is no longer monitored.

Zero Tolerance Behaviours

Zero Tolerance Behaviours are:

- Discrimination against any of the protected characteristics as per the Equality Act 2010 (age, disability, gender reassignment, being married or in civil partnership, being pregnant or on maternity leave, race, colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation.
- Harming with intent
- Dangerous behaviour
- Repeated swearing
- Refusal to co-operate
- Stealing
- Dishonesty to staff
- Intentionally damaging property
- Bullying
- Inappropriate touching

Parents/carers will be informed of zero tolerance behaviours via a phone call or a Ping.

SLT will investigate, and take one or more of the following actions depending on severity and consistency of the behaviour:

- A stern conversation and logical consequence
- Parents or carers informed with a possible at home discussion requested
- Behaviour Diary
- Removal from classroom
- Initiate suspension and exclusion policy and procedure (Appendix 2)

At Steeton, we understand severe behaviour to be that which causes extreme harm or multiple and frequent zero tolerance behaviour.

In all circumstances, children will be dealt with fairly and safely, with a focus on creating improved behaviour, not administering draconian punishment. Steeton Primary is committed to helping everyone in the school community to be the best that they can.

Behaviour and Safeguarding

Please refer to our Safeguarding and Child Protection Policies handbook.

Appendices

Appendix 1: use of reasonable force

Guidance on the use of physical restraint in schools is taken from:
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Individual plans are written for any child who has been identified as being more likely to require positive handling. These are shared with parents and staff working with the child and regularly reviewed to ensure they are fit for purpose. The following points are taken from the guidance.

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means 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 a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Appendix 2: Exclusion

All suspensions and exclusions are at the Head Teacher's discretion.

At Steeton Primary, we maintain discipline and good conduct to secure an orderly learning environment so that teaching and learning can take place. We adopt a range of strategies as outlined in the main behaviour policy to do this. However, in some cases, suspension or exclusion may need to be considered. Statutory guidance on factors that a head teacher should consider before taking the decision to exclude taken from:

Suspensions and Permanent Exclusions Guidance

This includes notifying parents:

The headteacher's duty to inform parties about an exclusion:

To ensure that a child receives the correct support and protection during a suspension or permanent exclusion, it is important that those responsible for their care are promptly informed when exclusions occur or there is a risk of them occurring. As well as communicating with the child where relevant throughout the exclusion process, this section sets out how and when schools should and must share information with parents, social workers, VSH, local authorities, and governing boards. Duty to inform parents about an exclusion

62. Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

63. They must also, without delay, after their decision, provide parents with the following information in writing:

• the reason(s) for the suspension or permanent exclusion;

• the period of a suspension or, for a permanent exclusion, the fact that it is permanent;

• parents' right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 95 to 105) and how the pupil may be involved in this;

• how any representations should be made; and

• where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

64. Written notification of the information above (paragraph 63) can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Steeton's suspension and exclusion procedures:

- In the first instance, a child will be suspended for 1 day.
- Further suspensions during the academic year will extend by 1 day per incident, reaching a maximum of 5 days.
- If a child is suspended for 5 days and is being supported by school as much as possible, then it may require further conversations with parents/carers about educational options including permanent exclusion.