



Relationships (Behaviour) Policy

Associated policies:	Safeguarding Equality and Diversity Inclusion Anti-Bullying Exclusions Physical Intervention
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Stanton Cross Primary School Relationships Policy

This policy should be read alongside other school policies, in particular Safeguarding, Equality and Diversity, Inclusion, Anti-Bullying and Exclusions and Physical Interventions.

1. Introduction

At Stanton Cross Primary School we hold an unconditional positive regard for our children and have high expectations of everyone in our school community. We strive to be a safe, happy and successful community where individuals are welcomed, accepted and valued.

We create 'visible positive consistency' between adults. Visible consistency with visible kindness allows exceptional behaviour to flourish and impacts positively on learning and success in all areas of the curriculum and school life.

A focus on building positive relationships between staff and children builds self-esteem and increases confidence.

All staff in school are good role models to the children and to each other. Staff at Stanton Cross Primary School share an understanding of the language, non-verbal communication and consistent procedures we use to interact with our children, building positive relationships.

2. The aims of this Policy

- to make clear the ethos and expectations of behaviour and building relationships at Stanton Cross Primary School
- to provide guidance on the systems and processes used to build relationships

3. Stanton Cross Expectations

At Stanton Cross we are respectful which means we:

1. Have gentle hands, gentle feet and use kind words.
2. Take care of our school, our belongings and other people's.
3. Think 'Is this kind, is this safe?' before an action.
4. Work hard and learn from our mistakes
5. Are honest.

These expectations apply to all members of the community.

Headteacher and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To provide training, guidance and support for staff.
- To support with Behaviour incidents at Level 2 and 3.
- To ensure new pupils and parents to the school understand the expectations of the school, the rewards and consequences.
- To prevent all forms of bullying (including cyber bullying, prejudice based and discriminatory bullying).
- To regulate the conduct of pupils
- To ensure the school policy is available to parents on the school website.
- Where there is a serious concern regarding behaviour, a multi-agency approach should be taken to ensure the correct assessments and support.
- To ensure records of negative behaviour are recorded by staff (Arbor) and monitored regularly.
- To share instances of negative behaviour with Governors x3 annually.

Staff and Governors

- To lead by example when dealing with behaviour.
- To teach and model routines, values and expectations of accepted and desirable behaviour.
- To build positive relationships with children and adults amongst the school.
- To have high expectations of children and be consistent in applying rewards and sanctions.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communicating regularly between home and school.
- To build relationships with pupils, parents and agencies, recording challenging behaviour on Arbor and by making phone calls to parents.
- To communicate with parents regarding positive behaviour.
- To take the time for a restorative discussion to ensure the pupils involved understand any consequences received and what they need to do in the future to improve their behaviour.

Pupils

- To know and follow the School expectations.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.
- To conduct themselves in a positive way outside the school premises and online when: taking part in school organised activities, travelling to and from school, wearing school uniform, avoid anything poses a threat to another child or that could adversely affect the reputation of the school.

Parents

- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/school partnerships.
- Where possible, inform the school of any changes in home circumstance that may affect the behaviour of their child in school.
- To agree to and sign the home school agreement when their child joins the school and again at the beginning of KS2.

4. Our DARE Belief and Values

At Stanton Cross Primary School, we develop character through our **DARE** belief and values which are shared by all members of the school community. These are promoted across the school:

- **We will show determination in all we do.**
- **We will try our best to achieve all the learning goals and tasks set.**
- **We will show respect for ourselves, others and the school.**
- **We will enjoy our time at Stanton Cross.**

Our six values are: ***Ambition - Respect – Responsibility – Honesty - Curiosity - Gratitude***

5. Rewards and Consequences

At Stanton Cross Primary School, we use the following rewards to praise children.

- Smiles, praise and encouraging words – children need praise like plants need water
- PIP and RIP (Praise in Public, Reprimand in Private)
- We always focus on positive behaviour and try to spot children who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you ___ for looking this way”; “Thank you ___ for your maturity” etc.
- Proximity praise - we praise other children, seated around a child, who are doing the right and required thing.
- A conversation or phone call home to a parent for praise, which can be far more effective than several negative calls.
- Positive language for correction- instead of ‘don’t run’ we use ‘please walk’.

5.1 Stanton Cross Star Stickers

When the children display the DARE belief or our values, they are awarded with a sticker and precise praise. In Key Stage one, they can collect and add to their sticker chart to the house point chart. Once their house has completed their chart, then they are presented with a certificate in our Stanton Cross Star Assembly.

5.2 Stanton Cross Star of the Week

Once a week, a child in the class will have their name drawn from the class ‘Superstar’ jar. This will be an opportunity for their peer group to say kind things about that child’s character (with some reference to the school’s belief and values). The comments will be captured in a ‘Superstar Series of Celebrated Children’.

At the end of each week, the class teacher will celebrate the successes of this child and how others see their character. A certificate will be awarded.

5.3 Team Points

As a whole school community, the children work in house teams and aim to earn the most house points. Each seasonal term, the house with the most house points will take part in a small celebration event. These houses are also used during our Sports Day and the house who wins are awarded a trophy.

6. Curriculum

At Stanton Cross Primary School, we understand the importance of providing an inclusive, engaging and challenging curriculum that meets the needs of all children. By ensuring quality first teaching of the curriculum, in interesting and imaginative ways, we inspire and excite all learners.

Through our PSHE programmes, Jigsaw and Protective Behaviours, we develop our children’s understanding about themselves and others enabling them to self-regulate their behaviour and make positive choices.

This supports and enhances the development of our six school values:

6. Levels of Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands.

Level of Behaviour	Definition	How is this dealt with?
Level 1 – low level	One off, low level disruption in class or around school.	By all classroom based staff in using classroom behaviour management techniques and systems, supported by Senior Staff.
Level 2 Consistent / persistent disruption	Persistent, low level disruption or a one off incident of significance.	By Teachers alongside Senior Leaders in School (Phase Leader) & Parents.
Level 3 – extreme	Consistent significant disruption or unsafe behaviour.	Headteacher or Executive Headteacher. Resulting in possible exclusion- see NPAT Exclusion Policy

Serious Incidents

We recognise that on occasions a serious incident may occur and will require a different approach that needs to be dealt with quickly and a senior member of staff informed immediately. We have a clear protocol for dealing with these incidents The class teacher will ensure that a child as a Proactive Support Plan to support this. (See Appendices).

Consequences

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour. We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: consistent/significant disruption

Level 3: Extreme

Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason.

Level 1 Behaviours Whole School Approach to Classroom Behaviour

Level 1	Stage 1	Individual reminders. Tally collected next to name.	'That's a 1, next time will be a time out 2'
	Stage 2	Individual reminders. Tally collected next to name and move seats in room.	'That's a 2.'
	Stage 3	Miss minutes of break which could be standing next to an adult outside. Record on Arbor and contact parents/ carers.	'That's a 3'
Level 2	Stage 4	Behaviour continues. Refer to Phase Leader. If unavailable, Head of School. Contact parents/carers.	
Level 3	Stage 5	Severe disruption, serious incident or racist	

		incident. Refer to Head of School. Contact with parents/carers made.	
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Level 2 Behaviours

If in the same day, there is consistent challenging behaviour (3 instances of children missing minutes at break time), this will be picked up by the Phase Leader or SLT member who will arrange a meeting with parents. An ongoing proactive support plan will be set up to monitor the behaviour. The Phase Leader will monitor behaviour logs to ensure support is given to staff, parents, professionals and support is given to individuals. At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the SLT will support the class teacher and year group team to deliver suggestions and strategies. If a child engages in a physical or racial attack or swears they will receive an instant Level 5. This will involve a loss of minutes at playtime, a phone call home and reported to the Head of School.

Level 3 Behaviours

Serious Incidents

We recognise that on occasions a serious incident may occur and will require a different approach that needs to be dealt with quickly and a senior member of staff informed immediately.

Examples of *malicious, intentional and serious inappropriate conduct* are as follows:

1. Child on child Abuse

- **bullying**
- **physical assault against a pupil**
- **racist abuse**
- **verbal abuse against a pupil**
- **sexual misconduct**
- **swearing**
- **online abuse**
- **physical assault against an adult**
- **verbal abuse against an adult**

If a child engages in any of the above this will be managed by the Executive Headteacher or Deputy Headteacher who will see the child concerned for a **restorative conversation**. A My Concern log will be completed, and this will be categorised. A consequence will also be determined. This will be followed up by a phone call to parents/ carers and the conversation will be recorded electronically on Arbor.

The following consequences might be used;

- Time to reflect with a senior leader.
- Internal exclusion – time to reflect in another part of school.
- Internal exclusion in another NPAT school.
- External exclusion – see exclusion policy

Definitions

Child on child abuse - is any abuse of a child or children that is perpetrated by another child or children. This includes all forms, but is not limited to sexual harassment, sexual violence and abuse (NPAT Safeguarding Policy)

Bullying 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

Racism 'When someone thinks that one colour or race is better than another, and they treat or mistreat someone based on that belief.'

Harassment - 'Unwanted behaviour which someone finds offensive, or which makes someone feel intimidated or humiliated.

2. High level, unsafe dysregulated behaviour

- **Injury to person**
- **Serious damage to property**
- **Serious disruption**
- **Absconding**

Follow the child's proactive support plan. If this is the first incident, then a proactive support plan **MUST** be written following a serious incident. The incident will be recorded on MyConcern and a record will be kept of the conversation to parents/ carers.

If a restraint has taken place this will also be recorded on MyConcern.

The school will work in partnership with the parents to support the child.

The following consequences might be used;

- Time to reflect with a senior leader.
- Internal exclusion – time to reflect in another part of school.
- Internal exclusion in another NPAT school.
- External exclusion – see exclusion policy

As a last resort and after exploring all avenues of support and intervention a child may be excluded if they pose a significant danger to themselves and others. The Head Teacher has the responsibility for issuing and recording exclusions for individual children for serious acts of inappropriate conduct.

7. Routines

Establishing well-organised and practised routines is an essential part of achieving good order in the classroom and around school. At the beginning of each year and term, time is spent in classrooms clarifying and teaching explicitly the different routines that children are expected to follow. As and when new routines are required as the curriculum changes, these routines should also be taught explicitly and children should be given opportunities to practise. Examples of these routines are:

7.1 Calm Corridors

All staff use the consistent language of 'Calm Corridors.' This means **walk facing forwards, at a steady pace, in a straight line and quiet voices.** Posters, with visuals, are displayed around school to promote this.

7.2 Ready to Learn

Being ready to learn ensures that all children can access the lesson without distractions. All staff will model this, praise and support children to show this.

All staff use the consistent language of '**ready to learn.**' This means that there are eyes on the speaker, no talking, empty hand.

Being thankful

All staff will model and encourage the use of please and thank you when asking for and receiving something. Staff will also encourage thank you as a recognition of gratitude to others for doing something kind.

8. Support systems for individual pupil need

From time to time, some children may display challenging behaviour which may require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff will be involved to monitor these at

this stage and parents will be notified and kept informed of how these are being effective. Children with additional needs will be supported in line with our SEND policy. Appropriate adjustments can be made to routines for pupils with additional needs, where appropriate, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be excused from certain routines or requirements. The adjustments needed for those pupils with SEND whose condition may at times affect their behaviour and individualised behaviour plans will be written to support these needs to ensure all are safe and able to learn. The law states that schools have duties under the Equality Act 2010 to make reasonable adjustments to policies, practice, and criteria for disabled pupils. Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND. If a pupil has an Education, Health and Care plan the provision set out in that plan must be secured and the school must co-operate with the local authority and other bodies over that.

9. Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to that behaviour management is consistent throughout school. Staff having difficulties should speak to their Phase Leader in the first instance for guidance and support. All new staff undergo behaviour management training as part of their induction to ensure that they are fully aware of the Stanton Cross ethos and approach. All staff receive annual behaviour management training to revisit this school approach. Arbor will be used to record any negative behaviour.

10. Power to use reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. 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. The headteacher and SLT may also conduct a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco or items that they believe will cause offence or are illegal. We ensure that there are a number of staff in school who have received and have up to date Team teach training.

10.1 Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

11. Support systems for parents

Parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour.

12. Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis. The phase leader reviews the behaviour weekly and addresses persistent issues with the class teacher immediately. All members of staff can seek advice and support from any member of the SLT at any time.

This document was produced in consultation with representatives from all members of the school community including staff, children, governors and parents.

Appendix 1

Restorative Approach

At Stanton Cross Primary School we recognise that being relentlessly committed is the key to sustaining and maintaining positive relationships and that behaviour communicates an unmet need. When children are struggling to make the right choice, this will be dealt with calmly, in private using a restorative approach (See Appendix 2, 3 and 4).

A restorative conversation is more than just a set of questions. The behaviour of the adult asking the questions is key to the success. All staff will use the same restorative questions to respond (adapting these to the child's individual needs where needed). (See appendix 4).

- 1. What happened?**
- 2. What were you thinking?**
- 3. How were you/how are you feeling?**
- 4. How did this make other people feel?**
- 5. What needs to happen/what do you need to do now?**

During this conversation, the focus will be on the child taking responsibility for their behaviour and recognising how this impacts on others.

On occasions, when children are not able to self-regulate, they will be given the opportunity to reflect on their behaviour in a designated area. This area will be an area where children can have quiet reflection. An adult will then offer them the opportunity to make a positive choice, using the restorative approach, and then they can re-join the classroom.

If children are still dysregulated, they will be given further time to reflect and reminded that they need to make a positive choice. The Deputy Headteacher will then have a further restorative conversation at play or lunchtime, record this electronically on Arbor and parents will be informed.

At lunchtimes, the same approach is used by our lunchtime companions and children are given the opportunity to have quiet reflection in an area of the playground.

If there is persistent disruption during a lesson, then it may be best to use non-invasive strategies until it is appropriate to have a restorative conversation. (Please see appendix 5).

If this becomes a pattern, then using the ABC log sheet (please see appendix 8) may help to understand why the behaviours that are occurring.

Appendix 2

Model for recording incidents on Arbor or MyConcern.

ABC Behaviour Sheet

Name of Child:

Date & time	Antecedents	Behaviour	Consequences
Additional comments			
Additional comments			

Appendix 3

Proactive Support Plan including Positive Handling Plan

Name:		Class:	
Key Concerns/focus:			
Triggers:			
Behaviour (description of observable behaviours):			
Communication:			
Strategies/de-escalation techniques (highlight):			
<ul style="list-style-type: none"> • Contingent touch • Transfer adult • Success reminder • Distraction • Sensory break • Humour • Voice tone changes • Quiet humming or singing 		<ul style="list-style-type: none"> • Time out • Green square • Planned ignoring • Use of schedule • Controlled choices • Non-verbal reminders • Use of schedule/ visuals 	
Other:			
Rewards/incentives:			
Medical conditions:			
Preferred handling strategies (highlight):			
<ul style="list-style-type: none"> • Help hug • Caring C guide • Small child hold • Hold hand 		<ul style="list-style-type: none"> • Single elbow (1 person) • Single elbow (2 persons) • Double elbow (1 person) • Double elbow (2 persons) 	
De-briefing process:			
Staff involved in the plan:			
Recording and notifications required:			
<ul style="list-style-type: none"> • All restrictive physical interventions to be first recorded on a serious incident form and then given to Karen Smith who will record in the Bound and Numbered book. • Class teacher to notify parents. • A copy of this plan to be kept in the child's IEP folder 			
Plan to be shared with appropriate school staff & parent/carer and reviewed yearly as part of the annual review process			
Signed – Designation –		Signed – Designation –	

Appendix 4

Appendix D- Guidance on Specific Behaviour Issues

Taken from the DfE document- Behaviour in Schools

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable and will not be tolerated. Schools should make clear to all staff the importance of challenging all inappropriate behaviour between pupils. It is especially important not to pass off any sexual violence or sexual harassment as acceptable or as 'banter' as this can lead to the normalisation of an unsafe environment for pupils. Schools should refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is seen as unacceptable.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/ or harmful sexual behaviour. Pupils whose behaviour falls below the behaviour expected of them can be sanctioned. Disciplinary action can be taken whilst other investigations by the police and or children's social care are ongoing.

Schools should never normalise sexually abusive language or behaviour by treating it as an inevitable fact of life or an expected part of growing up. They should strenuously advocate for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

If a report of sexual abuse or harassment is shown to be deliberately malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy. As with all safeguarding matters it will be important that the Designated Safeguarding Lead is engaged and makes referrals into support services as appropriate.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the environment at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Schools should be clear that the same standards of behaviour are expected online as apply offline, including the importance of respect for others. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour.

Safeguarding

Keeping Children Safe in Education is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind. As part of taking a whole school approach to behaviour and safeguarding it will be important the respective policies complement one another.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action.

taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

If the alleged perpetrator of the crime is less than ten, below the age of criminal responsibility, the police will take a welfare approach. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education, it would be expected in most cases that the Designated Safeguarding Lead (or deputy) would take the lead.