



BEHAVIOUR & RELATIONSHIP POLICY

REVISED - SEPTEMBER 2024
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“Bringing out the best in everyone”

Mab's Cross Community Primary School

"Within a secure, caring, stimulating and creative school environment where learning is fun, we aim to prepare all our children for life's challenges and opportunities."

At Mab's Cross Community Primary School we believe that good relationships are essential to ensure that effective teaching and learning takes place. It is the responsibility of all staff, children, parents and carers to promote positive relationships so that children can be regulated and supported to behave appropriately.

We aim to provide a calm and nurturing environment where young people feel safe, and are empowered to learn about and form positive, trusting relationships. We have high expectations for all children and adults throughout the school day. We recognise that exacting standards of behaviour impacts positively on our journey to ensure all young people can achieve and thrive both inside and outside the classroom.

We recognise that behaviour is communication: young people and adults communicate their feelings, emotional state, and needs through their behaviour. Adults must regulate their own needs and feelings whilst trying to support young people to understand and regulate themselves.

Aims of the Policy

- To provide a safe and nurturing environment.
- To communicate clear expectations about appropriate behaviour and support those children who are finding this difficult, whatever the reason.
- To have a consistent approach to behaviour and relationships throughout the school.
- To encourage a calm, purposeful and caring atmosphere.
- To maintain a safe environment for everyone.
- To encourage everyone in our school community to show respect and care for each other.
- To enable all children to thrive academically, socially and emotionally.

Behaviour Curriculum to support Personal Development and Growth

We understand that learning, behaviour, and self-esteem are intertwined. We are committed to teaching a balanced and broad curriculum that is based around values and supports young people in:

- developing self-awareness, management of feelings, motivation, empathy, and social skills
- nurturing self-esteem, personal responsibility, acceptance of difference and positive relationships
- celebrating achievement (academic, social, and personal).
- helping them to overcome obstacles to learning
- developing skills in managing conflict and repairing relationships through restorative practices
- promoting a love of lifelong learning
- preparing for life beyond the school gates.

Responsibilities of Staff

- To consistently apply the school's policies and procedures.
- To treat all children fairly and with respect
- To raise children's self-esteem
- To provide a challenging and stimulating curriculum
- To create a safe and caring environment
- To recognise each child's individuality and be aware of his/her needs, supporting them accordingly.

- To teach children the rules and make expectations clear
- To work together with parents, carers and other agencies
- To be a good role model

Children's Responsibilities

- To treat all children and adults with respect
- To become familiar with the rules and be aware of expectations
- To be aware of the consequences of their behaviour
- To be a good role model both in and out of school
- To be aware of the part they can play in solving problems

Parents' Responsibilities

- To treat all children and adults fairly and with respect
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To encourage independence and self-discipline
- To make children aware of appropriate behaviour in all situations
- To be a good role model

Agreed School Rules

- 1. Listen to and follow instructions.**
- 2. Treat all people and property with respect and care.**
- 3. Be honest, polite, well mannered and considerate towards others.**
- 4. Try to do your best work.**
- 5. Move around school calmly and quietly.**

These rules will be discussed and clearly displayed around each classroom and explained in detail to each child at the start of every new academic year.

The charter will begin with everyone's rights and responsibilities:

- **We all have a right to be safe and help to help to keep others safe.**
- **We all have a right to be respected and a responsibility to respect and care for others.**
- **We all have a right to listen and learn, and a responsibility to make the classroom somewhere we can learn.**
- **We all have a right to be listened to, and a responsibility to listen to others.**

These rights and responsibilities are a mantra to be revisited when behaviour incidents occur.

Rules are displayed around school and young people are clear about the meaning through open discussions in class and assemblies, during form time and through regular reminders and refreshers.

We expect all members of our school community to be polite and respectful. Our Equality Policy is explicit regarding our views on the use of racist and sexist language, and all other discriminatory language and behaviour. Every incident is challenged, recorded, and resolved.

We understand that this may come from how young people are socialised, their early experiences, current circumstances or how they view the world and their relationships with others. As such, we take a proactive approach in modelling appropriate language, validating their feelings and emotions, and using empathic listening.

All aspects of our policies apply to every member of our school community at any time they are on school premises, including (but not limited to) young people, staff, parents, carers, visitors, professionals, contractors.

Our anti-bullying and online safety policies detail our preventative, reactive and restorative approach to bullying. Any incidents of child-on-child abuse, verbal, physical or sexual abuse is taken very seriously and fully investigated. This is comprehensively detailed in our safeguarding policy.

All parents and carers have access to our Behaviour and Relationships Policy through our website. A paper copy can be provided upon request. The policy is reviewed regularly, and they are informed of updates by letter. Policy updates are published clearly on our website.

Rewards and Sanctions

Many young people are motivated by the positive and specific attention paid to their efforts and achievements by the adults who care for them and know them best.

Good behaviour will be rewarded in some of the following ways:

- Class Dojos
- Verbal praise
- Certificates (Star of the Week, Writing Awards, Maths Awards) – presented in assembly.
- Stickers/stamps
- Bronze, silver and gold certificates for Class Dojo positives: Bronze=50, Silver=150; Gold=250.
- Writing Awards and Maths Awards presented in assembly, as well as termly awards for other subjects.
- Class treats when all the class have achieved Bronze, Silver or Gold certificates.
- Children may be placed on the 'Golden Star' for exceptional work, achievement or effort and will be given a note or postcard sent home and an additional reward (dip in the box). This is immediate, at the end of the day, in Reception and KS1 and at the end of the week in KS2.
- British Value certificates.

Dojo Raffle

At the end of each term the five children in each class who have received the most dojos in the term are entered into a raffle for a larger prize of their choice (e.g. board game, scooter, karaoke machine, rugby ball). There will be four raffles – Foundation Stage, Key Stage One, Lower Key Stage Two and Upper Key Stage Two.

Consequences

Consequences are not viewed as punishments. In school, both young people and adults understand that the consequence issued for inappropriate behaviour:

- helps them understand what it was that was unacceptable
- allows the young person to reflect on the behaviour

- helps them understand what they need to do next
- prepares them emotionally for being ready to repair and move on
- allows the young person to repair the issue
- allows the young person to resolve the situation with a teacher or other young person, as appropriate
- keeps others safe if the behaviour has been dangerous or disruptive.

Shame is never used as a tool to influence a change in behaviour, for example: no young person's name is ever written on the board as a sanction.

We understand that shame is a toxic emotion that can trigger challenging behaviours or overwhelm a young person. This can significantly affect them and result in their opting out of learning and/or ceasing to engage in school.

Adults, whilst expecting consistent adherence to agreed rules, are aware that some young people have differentiated needs for support to enable them to follow and meet adult expectations. We consider their individual needs while remaining aware of and empathetic towards their past experiences, relationships, and current emotional state.

Relationships

Behaviour is an essential part to relationships and learning, and we always encourage the highest standards of behaviour and conduct. However, some children are not always under control of their behaviour, for a number of possible reasons.

- An inability to regulate due to being neurodiverse
- An inability to regulate due to traumatic experiences in a child's past
- An inability to regulate due to a neurological or medical condition

It is especially important with these and all children to follow a trauma informed model of relationships and behaviour expectations – here, the procedure would be to be 'hard on the behaviour, easy on the child'. Children are not always in control of behaviour and outbursts, either physical or verbal, are not always choice driven.

We also consider the developmental stage of the young person and know that this may not always correspond to their chronological age. There may be different skills that need to be taught, modelled, and practised over time to support their ongoing social and emotional development.

We acknowledge that adults can be a protective factor in the life of any young person, endorse positive relationships as a vehicle of change and passionately believe that developing relationships is the foundation of all interactions. These relationships support the development of collaborative skills and can empower young people to make positive changes to their own lives and futures.

Every interaction is an intervention by which we model and teach the behaviours we wish to see. Our 'Behaviour Curriculum' alongside our RE/RSE curriculum aims to teach young people about positive relationships, choices, rights, and responsibilities. We teach them about the power of positive relationships: how to build and maintain them as well as how to repair them following any conflict.

At Mabs' Cross we strive to achieve excellent relationships across school.

- Positive and empathetic interactions with children, using empathic language and good listening
- Using safety cues such as greetings, check ins and co-regulation strategies to help children stay regulated and feeling safe
- As teachers and support staff we are available at all times if children need to speak. This may be during a lesson or a time that is not always ideal, but if a child is left until later they will not feel valued or safe. *These interactions can be triaged – if you can see a child is clearly well-regulated and will be fine for a short time, then this can wait, but not for long.*
- Showing that you care and value them, and that they are safe and cared for in the school environment – this means that not every issue should be passed onto the learning mentor. This referral and timetabling process is set out in a graduated approach and is not ad hoc.

- Adopting a culture of calmness and avoiding raised voices and shouting – a child can be spoken to if needed using tone and not shouting. The use of shaming language, and in front of peers, in order to embarrass or using sarcasm is not tolerated at Mab's Cross.

Conflict Resolution and Restorative Practice

When dealing with an incident where a young person has caused harm, a restorative approach is adopted. This response may be either formal or informal. Using this approach is valuable in helping us to understand what has happened, to consider the impact on those involved and to explore next steps to repair the relationship and move on.

Our approach is based on four key principles:

- **respect** for everyone by listening to other opinions and learning from them
- taking **responsibility** for your own actions
- developing the skills within our school community so individual members have the competence to identify solutions, repair harm, and ensure behaviours are not repeated
- **reintegration** by working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

The process is managed in a way that does not proportion blame. It promotes understanding, gives those involved a voice, provides an opportunity to be listened to and empowers all participants to seek a positive resolution they can influence. Working in this way can help identify meaningful outcomes where those involved take some ownership of the resolution. Frequently, it builds connections and develops relationships.

As part of the process, key questions are asked which helps with the processing of the wrongdoing or conflict. Those questioned are offered time to think and reflect on the event(s).

Restorative questions – for those who cause harm

- What has happened?
- What were you thinking and feeling at the time?
- What have your thoughts and feelings been since?
- Who do you think has been affected?
- How have they been affected?
- What do you think needs to happen next?

Restorative questions – for those who were harmed

- What were your thoughts and feelings about what happened?
- What has been the hardest thing for you?
- How have others been affected?
- What are the most important issues for you?
- What do you think needs to happen next?

Empathic conversations

Empathic conversations take place which allow children to feel heard and to reflect upon actions/experiences/relationships.

These are helped using the sentences starts of WINE – 'I Wonder..., I Imagine..., I Notice...' and empathy with the child.

When listening, it is important that children are simply heard and that their emotions are validated. The adult should not seek to fix a problem or reassure, but in the first instance just listen and respond empathically.

If necessary, the child can then be supported more intensively by the school's learning mentor. The school's mental health pathway illustrates the model of support. This is appended in the school's Children's Mental Health Policy.

Signalling for attention or for quiet

When an adult requires the room to be quiet, or wants the attention of the room, they should raise their hand as a signal to the children. Other adults in the room should also raise their hand when they notice an adult doing this.

If the children do not respond after a period of time, then the teacher should also call for order – they should not shout over the children, as we are calling for order and quiet.

The Behaviour Procedure

Class Dojo allows 'positive' points to be given to the children during the school day. Parents will also be able to access this information as they will be given a unique log-in to the Class Dojo system. The same system is used to record behaviour in the classroom, assemblies, playtimes and lunchtimes and moving around the school. It is a visual system which allows children to reflect upon their behaviour and to make improvements.

There will also be a 'golden star' which children can move onto when exceptional work or effort is seen. SLT to acknowledge.

At the beginning of the school year the class teacher will decide with the children the 'expected' behaviours in class (linked to the school rules). These will be displayed with each child's signature underneath. They will also establish what behaviours / achievements would allow them to move to the Golden Star.

In **Foundation Stage** all behaviour is a teaching opportunity. The following procedure will not be followed in full immediately by Reception, however it will be phased in towards the end of year.

Verbal warnings and 'Think About It' will be used and consequences such as "If you do that again you can't play in this area". Natural consequences will be used, appropriate to the child's development.

Certain behaviours will be recorded in the Behaviour Book and the Red Book and recorded on CPOMS. Open communication with parents is of utmost importance in Foundation Stage.

The Characteristics of Learning board will be utilised to promote appropriate behaviour.

Class Dojos and other rewards and certificates will remain the same as the rest of the school.

Exceptions to the agreed procedure – children with behavioural difficulties or difficulty remaining emotionally regulated

When a child is known to have difficulty regulating their emotions and behaviour as a result of being neurodiverse, having experienced trauma or for another legitimate medical or neurological reason the procedure for dealing with this child may be slightly different to the overall system. The alternative procedure will be formed in agreement with the child, their parents and relevant school staff. This procedure will be clearly explained to all those who might have contact with the child in school.

STAGE	ACTION & CONSEQUENCE	EXAMPLES
Reminder/s (depending on child / professional judgement)	A 'look', tap, quiet word about making positive choices.	Low level disruption: <ul style="list-style-type: none"> • Not following instructions • Distracting others • Inappropriate noises or being noisy • Shouting out • Running indoors • Showing disrespect • Spoiling the work and play of others • Interrupting a teacher • Being unkind e.g. name calling • Rough play (playfighting)
Verbal Warning	'If you continue to you will lose a dojo'	
Lose a Dojo	<p>Teacher removes the dojo from the app on the board. <i>The teacher may make a note separately that is not on display.</i> Any further misconduct to lead to be recorded in the behaviour book. If outside, staff to inform child and class teacher of any behaviours to allow class teacher to implement sanctions.</p> <p>Each day is a new day.</p>	Continued low level disruption after verbal warning
Behaviour Book	<p>Class teacher records child's name and date in Behaviour Book and a detailed account on CPOMS. Parents are informed via Edulink, including the reason why they are in the Behaviour Book.</p> <p>Process begins again.</p> <p>If a child goes into the behaviour book twice in a school week (or five day period), the class teacher contacts parents to inform them of the behaviour and that they are at risk of going into the red book. This may be by Edulink, phone or in person if the teacher feels this would be more helpful.</p> <p>If there are no further incidents after a week the cycle is broken and previous incidents within the behaviour book are not counted towards progression to red.</p>	<p>Continued low level disruption after losing a dojo,</p> <p>or</p> <p>Straight into Behaviour Book for:</p> <ul style="list-style-type: none"> • Dangerous play e.g. aggressive pushing, grabbing, pinching • Answering back to an adult • Being dishonest to an adult • Unacceptable language / swearing • Defiance (refusal) • Throwing in temper • Intentionally damaging school property
Red Book	<p>Class teacher sends for the red book from the SLT room and records child's name, date and very brief reason in red book and a detailed account on CPOMS.</p> <p>The child has a consequence of an age- appropriate period at lunchtime (KS2) or break time (KS1) with SLT. Once detention has been served a tick should be placed against the last entry for the child in Behaviour Book. The process will then start again.</p> <p>Informs parent in person or by phone about the child's behaviour, discussing entry in red book.</p> <p>Red book will be reviewed by headteacher regularly. If a child is in the red book on more than one occasion in a half term a meeting with parents will be arranged by the class teacher to discuss next steps (e.g. Behaviour Improvement Plans can be introduced). Any actions should be recorded on CPOMS.</p> <p>Any further entries in red book meeting to be arranged with parents and SLT.</p>	<p>If entered into the behaviour book a third time,</p> <p>or:</p> <p>Straight into Red Book for:</p> <ul style="list-style-type: none"> • Physical violence (temper/anger) e.g. lashing out, hitting, kicking, biting • Causing serious damage to school property. • Purposely spitting at somebody • Verbal abuse to member of staff e.g. name calling • Prejudice-based discrimination e.g. racist remark, homophobic remark etc.
Gross Misconduct	Inform Headteacher or DHT immediately. Potential Exclusion/Suspension by Headteacher.	<p>Physical assault against a pupil or adult (targeted attack)</p> <ul style="list-style-type: none"> • Serious verbal or threatening behaviour against a pupil or member of staff. • Sexual misconduct. • Serious theft. • Causing serious damage.

The behaviour procedures should always be followed by the class teacher before children are sent to a senior member of staff, unless it is an immediate red or gross misconduct.

Removal from Class

Removal from the classroom should be considered a serious sanction, and should only be used once all other behavioural strategies have been applied, unless the behaviour is so extreme it warrants immediate removal. If a child is removed from class parents should be informed the same day that this has happened as part of the reporting to parents process, and also recorded on CPOMs.

Lunchtimes

- During lunchtime the lunchtime staff will give out 'Good Lunchtime Behaviour' stickers to children who are setting a good example, being particularly kind or helpful, ensuring that the child understands the reason they have received it. Their teacher will then award them a 'Good Lunchtime Behaviour' dojo. In Foundation Stage and Key Stage 1 the winning class with the most lunchtime dojos will receive the 'Golden Lunch Box.' In Key stage 2 the class with the most dojos at the end of a term will receive £20 which they can donate to a chosen charity.
- If a child's behaviour at lunchtime is causing a problem this should be reported to the class teacher by the lunchtime staff at the end of lunchtime, and they will implement the appropriate sanctions.
- If a child is displaying particular disruptive / aggressive behaviour then the child can be taken to the phase leader, or Deputy Head Teacher / Head Teacher in the phase leader's absence.
- Serious incidents (e.g. Red) can be reported to any senior member of staff to deal with immediately.

Suspension and Exclusion

Suspensions and permanent exclusions are used as infrequently as possible but may sometimes be necessary – as a last resort – where previous approaches to behaviour management have been exhausted.

We understand behaviour which has a negative impact on others can be attributed to a young person attempting to communicate an emotional need, however at times suspension or permanent exclusion may be necessary to maintain the safety of the school community.

We take reasonable steps to prevent the need to suspend or permanently exclude a young person, including working with parents, carers and outside agencies to make a plan to support the young person and affect change.

A suspension or permanent exclusion may have a serious effect on young people and may lead to a breakdown of relationships, generate feelings of rejection and shame, and affect their self-worth.

We also recognise that suspensions and permanent exclusions may impact significantly on parents and carers, and this is considered as part of the process.

The decision to permanently exclude a young person is a highly regrettable decision and we do everything within our power to avoid such a serious measure. There are a number of different alternatives to permanent suspension available to the Head Teacher which may be used:

- restorative justice
- mediation
- internal seclusion
- managed move (if appropriate)

Parents will be provided with the name and telephone number of a Local Education Officer who can provide advice. For further information on the suspension process refer to the School Standards and Framework Act, Section 64 or the following website: www.dfes.gov.uk/behaviourandattendance

Physical Intervention

Reasonable force involves a degree of physical contact between a member of staff and a young person. This force is used either to control or restrain. Reasonable means using no more force than is necessary and for no longer than is necessary.

Professional judgement is always applied. For planned physical intervention, individual circumstances are considered, for example: their school history, our understanding of their ACEs and any emotional impact based on past traumas.

It is contemplated only as a last resort, where there is no other option and used in a way that maintains the dignity and safety of all concerned.

Staff use it to keep other members of the school community safe or to prevent a young person:

- causing disorder
- hurting themselves or others
- damaging property

Physical restraint is never used as a form of punishment. Following the use of physical intervention, we undertake work to repair relationships between all those effected using restorative conversations, solution circles and suitable reparation.

Incidents of physical restraint are recorded in our serious incidents log and parents are fully informed of the event.

Staff in school have been trained in the use of positive handling. Children who regularly require the use of positive handling with a Positive Handling Plan.

Misbehaviour Beyond the School Gates

We expect all our young people to act as positive ambassadors for our school and to be considerate members of the local community. We understand the impact that misbehaviour may have in the community and have given due consideration to how we respond to potential incidents of this.

If misbehaviour occurs when a young person is taking part in a school-organised or school-related activity off the school site (regardless of the time of day), the school behaviour policy applies. We, where possible, facilitate a restorative outcome to any member of the public – or school community – affected by the event.

If an incident occurs when the young person is travelling to or from school, or when wearing a school uniform or is in some other way identifiable as a member of our school, they and their parents/carers are spoken with. We take proactive steps to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

Additionally, misbehaviour that does not strictly meet the conditions above but may have repercussions for the smooth operation of our school, and/or pose a threat to another pupil or member of the public, and/or adversely affect our reputation is investigated and resolved. In these circumstances, the young person's parents/carers are contacted and (if necessary) steps are taken to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

In the event of a very serious incident, we seek the support of the local linked Police and Community Support Officer or Police Officer.

The Role of Parents and Carers

Parents/carers play an integral part in supporting our culture of excellent behaviour. This guidance has been produced with the aim of ensuring it is easily understood by all.

The guidance is published, in writing, annually and can be accessed through the school website and on Edulink. We regularly direct parents towards the guidance to ensure they are familiar with it and our expectations. It is shared with parents as part of the transition process. It is provided to the parents/carers of any young person joining us mid-term.

We encourage parents to reinforce the policy at home, as appropriate. This is crucial so young people understand that their success is based on a strong partnership between home and school.

We maintain regular dialogue with parents/carers around behaviour.

Any parent/carer with a specific concern around behaviour is encouraged to contact school. We include parents in all pastoral and restorative work following misbehaviour, including the review of specific behaviour interventions currently in place.