

Sytchampton Endowed Primary School

Behaviour and Relationships Policy

Signed by:

Headteacher

Date:

Chair of Governors

Date:

Review date: 9th April 2025

Next review due: April 2026

Policy History

Date:	Updated by:	Section:	Comments:
April 2025	Fiona Templeton		Completely updated – new policy

Contents

- 1. Introduction 3
- 2. Culture 3
- 3. Relationships..... 3
- 4. Working with Parents 4
- 5. Our behaviour expectations (Rules) 4
- 6. Rewards..... 5
- 7. Consequences and Sanctions 5
- 8. Serious Incidents and Persistent Behaviour 6
- 9. Children with SEND..... 7
- 10. Restraint and Positive Handling 8
- 11. Recording and Reporting 9
- 12. Roles and Responsibilities 9
- 13. Fixed term and permanent exclusions10
- 14. Summary10
- Appendix 1 – Sample Scripts.....11
- Appendix 2 – Statement of Behaviour Principles12

1. Introduction

At Sytchampton Endowed Primary school we believe that everyone has the right to feel valued and respected, and that each person is treated fairly and well. Excellent behaviour from all members of our school community is fundamental to ensuring that this happens.

Our behaviour policy is about promoting good relationships so that people can work together with the common purpose of helping everyone to learn. We approach behaviour with the understanding that it is a form of communication and indicates unmet needs.

Poor behaviour in school can describe many things. It could be behaviour that is distracting to oneself, to others, or to the teacher. It could include actions that insult or endanger safety. This policy considers any behaviour that detracts from the academic and social success of the school community, along with behaviour that diminishes the dignity of staff or pupils.

Good behaviour is not simply the absence of poor or bad behaviour. Good behaviour helps pupils develop as learners and teaches them valuable life skills. This includes helping pupils to learn good habits of learning, reasoning, interacting with adults, coping with adversity, or intellectual challenges.

2. Culture

In our school we have a culture that allows staff and pupils to flourish. We believe that exceptional behaviour is not achieved simply through a toolkit of behaviour management strategies. It lies in the behaviour of every adult at the school and their ability to create a culture of certainty.

This culture of certainty ensures that children know that they will be recognised and praised for going over and above and that poor behaviour will result in consequences. Certainty helps everyone to feel safe and reduces anxiety.

To achieve that certainty, adults working in the school use this behaviour policy consistently to support pupils in learning the behaviours that they need to be successful learners. We do not hide them; we teach them to the children just as we teach them the rest of the curriculum. We recognise that some children will need additional support with their learning of behaviour, but all children can learn how to be successful learners.

3. Relationships

All adults working at Sytchampton Endowed Primary School are role-models to the children. We know that whilst many children will follow the rules of a school, some will follow people first. Relationships are key to ensuring pupils feel safe in school and are a fundamental tool to supporting pupils to manage their behaviour.

Positive relationships are built from positive interactions. Adults in school need to build a culture of certainty. This builds trust, pupils know where they stand and know exactly what to expect. Trusting, positive relationships grow as a result.

Frequently, pupils who display the most challenging behaviour will not follow the rules and expectations set by a school. These children need positive relationships to be built, allowing them to follow the adult first, then the rules will follow.

Experts in building relationships and in managing behaviour ensure absolute certainty. Pupils know exactly what will happen when unwanted behaviours are present. Those seeking to disrupt know what will follow and those being disrupted know that disruptions will be dealt with. All children know that they will be recognised for going over and above and that poor behaviour has consequences. Certainty is at the heart of all exceptional behaviour practice.

4. Working with Parents

We believe that our approach to behaviour works best when it is supported by parents and families outside school. Behaviour expectations will be communicated to parents through this policy and discussions with school staff. We expect parents to support our behaviour policy to ensure their child and our whole school community can learn and thrive in a safe and positive environment. Most behaviour issues will be dealt with in school and there will be no need for parents to be informed or to carry out further sanctions at home.

Parents will be informed of behaviour issues where:

- There has been significant injury caused that was not accidental or was a direct result of reckless behaviour.
- Behaviour issues are persistent and causing disruption, distress or injury to others
- Where a child has been removed from the classroom due to significant behaviour issues.

Where there are examples of persistent or significant behaviour issues, parents will be invited to work with school staff to understand the behaviour, to support the child in making improvements and to enforce consequences.

If regular communication about behaviour is required with parents the format and regularity of this will be agreed depending on the circumstances. Communication may be in person, by telephone or email. Where appropriate, parents will be offered further support through our networks such as the Family Support Service, Family Front Door, School Nurse, Wellbeing and Emotional Support Teams.

5. Our behaviour expectations (Rules)

Building upon the need for certainty across the school, it is important for all staff, pupils, parents/carers and governors to have a clear, known set of rules that can support all behaviour. To ensure that everyone knows the school rules, we have adopted just 3. These 3 rules are inspired by Paul Dix's 'When the adults change, everything changes' approach.

Be Ready

Be Respectful

Be Safe

Be ready – This means arriving at school with a can do attitude. We want to learn together. We engage in lessons and our learning appropriately. We ensure we have what we need for our learning including equipment and the right clothing. We are well rested and positive about the lessons ahead.

Be Respectful – It is important to respect ourselves, each other and our environment. We work together to ensure a culture of respect in and around our school. We know that our

behaviour can affect both our learning and the learning of others in our school. We work together to ensure that everyone is made to feel welcome in our school.

Be Safe – Everyone needs to feel safe in order to learn well. Our safety and the safety of others is incredibly important to the success of our school. We work together to ensure that our behaviours do not put ourselves or others at risk. Feeling safe helps us to feel ready to learn.

These three rules are shared across the school. They are displayed around our school and support our learning and growing throughout the school day. Staff recognise and praise children who are following these three rules. Staff remind children who forget the rules.

6. Rewards

We believe that to successfully build a school that supports pupils with their learning, we need to deliberately notice and reward the behaviours that go above and beyond expectations.

We know that if we reward the minimum standards, then pupils will aim for the minimum standards. Therefore, we consistently reward pupils for going over and above.

The best, most effective way of recognising a pupil's achievement is to communicate this with home. We do this through giving certificates in assembly and speaking with parents and carers at the end of the school day.

Other methods of recognising and praising children going over and above include:

- Verbal praise
- Showcasing excellent work to the rest of the class
- Speaking to parents at the end of the day
- Stickers
- Visit to another member of staff
- Visit to the Headteacher

7. Consequences and Sanctions

Dealing with negative behaviour is an incredibly important process to get right. We aim to deal with positive and negative behaviours in very different ways. Positive behaviours are praised and shared very publicly. Poor behaviour is dealt with quietly and privately. We aim to create a culture where positive behaviour is celebrated so others see what we want. Poor behaviour from a child is not everyone's business. We do not want to advertise it, or give it undue attention. When children do behave inappropriately, we save emotion. We save our enthusiasm and energy for when behaviour is over and above.

All staff use the approach – **praise in public, remind in private.**

We believe that dealing with poor behaviour well, starts with adults being deliberately calm. An adult's mindset is crucial when managing poor behaviour. In particular, our tonal control is incredibly important and powerful in creating a culture where energy is given to positive behaviour and energy is removed from negative behaviour. We only shout if someone is in danger.

When reminding a pupil, staff should use a fairly dull tone with formal and predictable wording. Delivering this privately and in this manner does not feel rewarding to a pupil seeking attention.

This reinforces the fact that the member of staff is in control. The words should reflect this tone and feeling. It should be delivered as a moment of teaching and learning, reminding of rules and expectations. It can often be helpful to end with a simple, “Thank you”. This indicates the expectation that the behaviour will improve, models good manners and indicates the reminder is over. For consistency, we have developed some ‘sample scripts’ for staff to use in these situations – see Appendix 1.

It is best to avoid asking questions during reminders, as they allow the conversation to be extended. These moments are not times for discussion. Expectations are clearly and quickly shared and then time is given to allow for a change in behaviour.

It is important to ensure that any interaction focuses on the main behaviour that needs to be addressed. Adults should not chase secondary behaviours (e.g., if the child has been talking (behaviour to be addressed) do not also pick up the fact they rolled their eyes when they were being spoken to). This quickly leads to arguments, frustration and does not clearly communicate expectations.

There are occasions where behaviour needs more than a gentle reminder and following the approach described above, we implement the following system.

	Incidents of behaviour within a lesson
1 st reminder	Gentle Reminder given (see scripts in Appendix 1)
2 nd reminder	Firm Reminder given
Final reminder	Child given opportunity to move within the classroom to a quiet space.
Removal from classroom	Child is asked to leave the classroom to go and work in partner classroom.

If a child has had to go and work in another classroom, and has now chosen to complete their work, when they return to the class greet them positively and welcome them back. Similarly, if a child comes to a classroom to do their work, quietly acknowledge them, give them a space to work and leave them to it. The consequence is the removal, not a further “telling off” when they arrive.

At the end of a lesson all reminders are reset. We do not continue to remind children of prior misbehaviour throughout the day. Children need to know that nothing is unforgivable and it should always be the action that is criticised, not the child.

It is important to note that the amount we praise children must exceed the amount with criticise them. Rewards are never removed from children in response to inappropriate behaviour and staff will not create their own punishments. This policy will be used to teach appropriate behaviour that relentlessly promotes positive behaviour and supports children to make good choices. In a lot of cases the consequence of the behaviour is enough in itself (e.g., the child has become distressed and missed out on a fun activity) and additional sanctions are unnecessary and unlikely to have a greater effect on long term behaviour change.

8. Serious Incidents and Persistent Behaviour

Where a child’s behaviour is persistent or highly disruptive a restorative approach is required. At this point the staff member needs to ensure they have a little longer to speak to the child one on one. This time is spent using a restorative approach to behaviour management, supporting them to think through how they could have made better choices. Notes should be

taken during these conversations, which can help gather evidence should additional support be required.

During a restorative conversation staff should seek to review behaviour whilst building a sense of support and opportunities for the child to learn and move forwards. Questions are likely to include:

- What happened
- What were you thinking at the time?
- What have you thought about since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do now to put things right?
- How can we do things differently in the future?

Outcomes of these conversations may need to be shared with parents and carers through a short conversation in person or a phone call to let them know what the incident was and how successful the restorative conversation was.

It is important to note that children cannot participate in a restorative conversation until they are calm enough to be able to do so. It may be that the conversation happens some time after the incident has taken place. Adults need to be predictable, consistent and empathetic. This helps children to feel safe and allows us to focus on teaching and supporting positive behaviour.

In rare cases a child's behaviour puts themselves or others in danger, or shows a serious lack of respect such as racism, homophobia or bullying. In these cases, the child needs to come and see the headteacher.

The headteacher will hold a restorative conversation with the pupil. These conversations will be recorded and the nature of the conversation will be shared with the pupil's parents and carers and the staff team. This will require follow up by the headteacher in the period of time that follows to ensure that suitable learning has taken place.

Some children's behaviour communicates an unmet need and how we treat the most damaged and vulnerable children reflects on us as a school community. Pupils with past trauma or attachment disorder, will have gaps in their empathy that can take many years to heal. Their state of readiness to protect themselves is permanent. These children will require significant additional support with managing their behaviour.

9. Children with SEND

As part of meeting our duties towards pupils under the Children and Families Act 2014, the school will anticipate, as far as possible, all likely triggers that will challenge behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements for the pupil concerned and may include:

- Ensuring children have access to short movement breaks if they find it difficult to sit still for too long
- Access to a specialist timetable to meet needs where appropriate

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of quiet spaces where pupils can regulate their emotions during a moment of sensory overload

When considering behavioural consequences for pupils with SEND the school will take into account:

- Whether the pupil was unable to understand the instruction that had been given?
- Whether the pupil was unable to act differently at the time as a result of their SEND need?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

Where the answer to these questions is yes, it may be unlawful for the school to sanction pupil for the behaviour. The school will assess if it is appropriate to use a sanction, and what reasonable adjustments need to be made to the sanction.

If there are ongoing concerns about the behaviour of a pupil with an Education, Health and Care (EHC) plan they will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

In a minority of situations, some children with additional needs may not be coping with the school environment, despite all best endeavours, reasonable adjustment and provision being made. In these circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. In these cases, part time timetables will be created as part of a pastoral support plan and will have the ultimate aim of returning to full time education either in our school or other appropriate setting. Plans will be created in consultation with: SLT, parents and appropriate external agencies – at least one of which must be involved if a part time timetable is to be put in place.

10. Restraint and Positive Handling

The Department for Education (DfE) Use of Reasonable Force Guidance; Advice for headteachers, staff and governing bodies (July 2013) allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions where reasonable, proportionate and necessary to ensure the safety of the children.

At no time should physical force be used to modify a child's behaviour or as a sanction. If children are presenting a danger to themselves, others, property or causing significant disruption, they may need to be restrained or moved in line with Team Teach Training. Only named members of staff with up-to-date training may restrain a child unless in an extreme or emergency situation.

Any staff member or supervising adult may physically intervene with reasonable force where there is immediate danger or risk of injury.

Positive Handling should only be used as a last resort when there is clear danger to the pupil, staff, other children, or risk of serious damage to school property.

11. Recording and Reporting

It is not reasonable to expect all behaviour incidences are recorded. Incidences will be recorded on CPOMS/MyConcern:

- When they are persistent or part of a pattern
- When monitoring has been agreed with parents or senior leaders
- Where significant injury has been caused as a result of aggressive or reckless behaviour
- Where the incident is listed below as a specific, reportable incident

Any behaviour that creates a safeguarding concern must be reported to the DSL and dealt with according to the Safeguarding Policy and Anti-Bullying Policy as appropriate. This would involve, but is not limited to, any incidents of:

- Bullying
- Racism
- Sexual harassment
- Sexual violence
- Online abuse
- Any deliberate behaviour that is deemed to potentially endanger another person
- Incidents of restraint must be reported to the headteacher and recorded in the bound book.

Behaviour incidents that may raise a safeguarding issue (such as sexual harassment or violence, persistent bullying or extremism/radicalisation) will be dealt with in line with our safeguarding policy and referrals made as appropriate.

If it is apparent that a crime has been committed, we follow NSPCC guidance on when to call the police.

At all times parents will be kept informed and action will be taken in consultation with them, unless there is a significant safeguarding reason not to do so.

12. Roles and Responsibilities

Managing behaviour is the responsibility of everyone working at the school. All staff are expected to know and adhere to this policy. Our approach is to create a consistent approach with no surprises for pupils. This relies heavily on everyone using the same approach.

Alongside this policy is an appendix summarising the core expectations and the sample scripts to use in different situations. This is provided to all staff alongside the policy during induction and is displayed clearly in the staffroom as a daily reminder of our consistent approach.

It is the responsibility of the headteacher to ensure that all staff have read and understood this policy. The headteacher should provide support and training for all staff to ensure everyone is able to deliver the requirements of the policy.

It is also the responsibility of the headteacher to monitor the successful use of this policy. Learning walks, pupil voice and staff voice should support the monitoring of the policy.

13. Fixed term and permanent exclusions

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary and other strategies can support them in managing their behaviour effectively. Suspension or permanent exclusions are a last resort, to ensure other pupils and teaching staff can work in safety. Due to the serious nature of fixed term and permanent exclusions as a school we follow the Department for Education's guidance document titled "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England' August 2024. This guidance underpins the school's School Exclusions policy.

14. Summary

In summary:

- Children are warmly welcomed into school every day
- Children feel important, valued and like they belong
- Positives are celebrated publicly
- Three rules are repeated and taught daily.
- We do not shout
- Our main energy and attention are given to those doing the right thing
- Behaviour that is over and above is praised enthusiastically
- High expectations are taught and shared
- Emotion is removed from interactions around negative behaviour
- Poor behaviour is dealt with quickly and privately
- Use and develop scripts that match this policy so that the approach is consistent throughout the school.

This approach is to be used regardless of where the children are. The same principles are to be used on the playground, at wraparound care. Praise in Public, Remind in Private is essential in all areas of school life.

This policy is to be read in conjunction with the following policies:

- Safeguarding
- School Exclusions

Appendix 1 – Sample Scripts

At all points keep in mind: praise in public, remind in private. Keep the instructions short, avoid questions and do not start conversations.

Try to use language that draws back to the three rules, “be ready”, “be respectful”, “be safe”.

<p>Gentle Reminder (first warning) <i>(Dull tone, polite tone – without drawing attention to the child)</i></p>	<p>“X, please put your pen down, I need you to be ready to learn. This is your first warning. Thank you.” “X, that ball was kicked too hard at Y. I need you to be safe. Please be careful. This is your first warning. Thank you.”</p>
<p>Firm reminder (second warning) <i>(Dull tone, - without drawing attention to the child)</i></p>	<p>“A, I need you to be ready to learn. Put your pen down and show me you are listening. This is your second warning. Thank you.” “B, the way you are playing football is not safe. You need to keep yourself and other people safe. This is your second warning. Thank you.”</p>
<p>Final reminder – redirection (third warning) <i>(Dull tone – without drawing attention to the child)</i></p>	<p>“C, I can see you are finding it difficult to concentrate there. Move to this seat now as it will be easier to complete your work away from the distractions. Show me that you are ready to learn.” Give child time to move, do not level up because they do not move immediately. Come away and give your attention to someone else. “D, the way you are playing football is not safe. You need to find something else to do in the playground. Move to a different area where it will be easier to make safe choices.” Give child time to move, try to avoid any further conversation.</p>
<p>Removal from situation <i>(Dull tone – without drawing attention to the child)</i></p> <p>If children refuse to move after they have been told to go, send a message to get a senior member of staff to help.</p>	<p>“E, I need you to go and complete your work in Willow Class. Take your book, finish your work and come back when you are ready to learn.” Do not encourage further conversation, or respond to any secondary behaviour (e.g., slamming a door on the way out) “F, you are not making safe choices in the playground today. I need you to go inside to the Beehive and calm down so that you are able to be safe.” Do not encourage further conversation, or respond to any secondary behaviour on their way.</p>

Appendix 2 – Statement of Behaviour Principles

- Ensure a safe and happy learning environment where children can build trusting relationships
- Ensure that everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Promote the highest standards of behaviour
- Allow for equity ensuring that everyone gets what they need to achieve, taking into account the needs of pupils at different ages and stages of development, as well as their wider personal, social emotional and mental health needs
- Ensure reasonable adjustments may be made to support vulnerable pupils
- Develop children's self-regulation, moving from extrinsic to intrinsic motivation as they move through school
- Develop children's sense of personal responsibility within the community
- Promote the development and retention of a positive self-image in all interactions, avoiding humiliation or isolation
- Ensure that exclusion is a last resort and only used where there is significant risk to safety of children and/or staff and where alternative avenues have been explored
- Recognise the importance of applying these behaviour principles to behaviour both in school and online.

The governing board also emphasises that violence or threatening behaviour is not acceptable and will always be addressed,