

Relationships (Behaviour) Policy



Change History	Summary of Key Changes
Sept 2023	Policy produced
Sept 2024	Policy updated
Sept 25	Policy Updated
Sept 26	Policy Updated

Together, we rise, we learn, we love abundantly

Rationale

As a Church of England School, whose core values are love, respect and community, we strive to be a 'relational' school. This centres heavily on the need for positive relationships and on the impact and importance of the role of the adult, and adult interactions. For this reason, this policy is known as our 'Relationships' Policy. Research shows that spending more time on building relationships, will consequently result in less time having to 'repair' situations.

This policy is underpinned by the Thrive approach, the use of Restorative Practice, and educational research and reading for example Paul Dix (2017).

We aim to continually deepen our understanding of how social and emotional learning develops and the impact that trauma and Adverse Childhood Experiences (ACE's) can have on children- supporting our capacity and availability for wider academic learning. Through our professional development, research and reading we have engaged in relating to neuroscience and child development, we are aware that unless pupils feel safe, feel special and to have their needs met, they will be unable to access learning.

Rather than 'punishing' pupils for their actions, which makes a child suffer retribution for having a problem, we work with children to help them solve their problems and use their experience as a learning opportunity. We use restorative approaches to achieve this, the underlying premise being that people will make positive changes when those in positions of authority so things WITH them, rather than TO then or FOR them (Watchel & Costello 2009). We believe that by using a Restorative Approach, we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Although the emphasis of this policy will be on theory, we do reserve the right to ensure there is a consequence for serious misbehaviour where appropriate. This is because we also believe that it is our responsibility as educators, to teach children that in society, there is a consequence for serious misbehaviour. Thrive states that children need 'clear, consistent boundaries' ('containment') and we therefore ensure that an individual's need and learning does not adversely impact on another's.

This policy should be read in conjunction with:

- The School's Vision and Values
- The Safeguarding (Child Protection) Policy
- Our School Offer of Early Help
- Staff Behaviour Policy (GCC & Schools Employment Handbook adopted)
- Staff Code of Conduct
- Low-level Concerns Policy
- Equality Objectives
- Inclusion and SEN Policy
- SEN Information Report
- Anti-Bullying and Anti-Hate Policy
- E-Safety Policy
- Attendance Policy
- Positive Touch Policy
- Team Teach Policy
- Safe Space Policy
- Thrive Policy
- Suspensions and Exclusion Policy
- Mobile Phone Policy
- DfE Behaviour in Schools (February 2024)
- DfE Searching, Screening and Confiscation

- DfE Mobile Phones in Schools

Policy Aims

- To establish clear expectations of behaviour;
- To establish and maintain consistency in managing pupil behaviour across the school;
- To foster strong relationships across the school community with the aim of spending more time 'building relationships' and consequently less time having to 'repair' situations;
- To understand behaviour as a form of communication and to look behind it, to establish the 'unmet' need;
- To focus on 'problem solving', working with children to help them solve their problems and use their experience as a learning opportunity, rather than 'punishing' pupils for their actions, which makes a child suffer retribution for having a problem;
- To ensure that all behaviour is dealt with in a kind, but firm manner;
- To ensure that every child who leaves Nailsworth CE Primary School is emotionally ready to take on new challenges as well as academically equipped to reach high achievement in whatever they put their mind to;
- To ensure that parents understand the reasoning behind the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

Bronze Expectations

Children need consistency and predictability, because of this, we have 3 key rules that we use across the school which all stakeholders recognise as our 'Bronze Expectations'.

Our 'Bronze Expectations', which are known as 'RRS' within our school community, are:

- Ready: Show a positive attitude towards our learning
- Respectful: Be kind and respectful to others & respect the school environment
- Safe: Not putting yourself or others at risk through your actions

Our children understand that the most important of all, is 'safe'.

Further guidance on Expected Behaviours is available in Appendix A.

Bronze expectations are clearly displayed throughout the school and in classes.

Through these rules we aim to enforce the following principles;

Reflecting our Core Christian Values

Everything we do in school is informed by our Christian vision and values that permeate all aspects of school life. This vision and values inform all policies, procedures and decisions making in the school, including the design of the curriculum. We have four core values; love, respect, community and perseverance. Our focus on 'relationships' demonstrates our core value of love; respect is one of our three bronze expectations; and when any conflict occurs, we ask children to be persevere, working with their community where appropriate, in order to resolve this. Restorative practice also relies on some of our other values including forgiveness.

Learning Behaviours

We believe that if children are 'ready', they are ready to learn. This includes demonstrating strong *learning behaviours* such as:

Independence: managing time, managing personal possessions, taking responsibility, making good choices, aiming for excellence, setting high standards.

Collaboration: working together, listening, being a good team player, respecting the views of others, minimising conflict, adapting and negotiating.

Resilience: persevering, being determined, recognising that making a mistake is part of learning, identifying achievable goals, being able to give things another go following a setback.

Risk Taking: taking risks, thinking creatively, trying lots of different ideas, being curious and original, making connections, questioning, pushing self to try new things, knowing that learning sometimes involves being outside our 'comfort zone'.

Reflection: identifying what is good or not so good about work or ideas, supporting peers with improving, taking pride in their own and others work and achievements, seeking feedback, always looking for ways to improve.

Thinking: Asking questions like - 'what if?' or 'how?', considering different options, thinking imaginatively to solve a problem, challenging ideas and thoughts in a constructive way.

Rights, Respect, Responsibilities

These rules are also underpinned through our focus on Rights, Respect and Responsibilities. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adults, between adults themselves and between pupils. This is central to our ethos and so to our approach to teaching and learning, behaviour and the curriculum itself. Please see Appendix E for further information.

Staff Responsibilities

Research shows that the main protective factor of the impact of childhood trauma is one trusted, emotionally available adult before the age of 18.

Staff should therefore:

- Foster strong relationships between themselves and pupils (providing psychological safety and showing professional 'love');
- Provide a physically safe, predictable, consistent and structured learning environment (in line with our School Environment Policy);
- Be emotionally available and approach situations with curiosity, empathy, acceptance and where appropriate, in a playful manner to reduce threat (PACE – Dan Hughes);
- Ensure that they are role models for pupils; demonstrating through their own behaviour, what it looks like to be ready, respectful and safe;
- Remind and teach children our 'Bronze Expectations' at all times to ensure consistency e.g. when moving around school i.e. walking in single file, walking on the left - no running ('safe');
- Ensure children understand boundaries by being firm but fair;
- Ensure that their emotions do not impact a situation; ensuring they remain the steady, regulated adult;
- Ensure that our restorative questions are used to problem solve situations;
- Ensure that our common reward system is consistently applied throughout school with House Points awarded for academic and non-academic achievement and effort (currently Epraise);
- Ensures misbehaviour is dealt with in private wherever possible;
- Actively support parental involvement and reminds parents that they have a valuable role to play.

Responses to Expected Behaviour – Further details in Appendix B

House Points

We believe that there should be no 'invisible' children and that children who are continually demonstrating that they can be 'Ready, Respectful and Safe' should be rewarded for doing so.

Children who demonstrate that they are 'ready, respectful and safe' are therefore recognised by being given House Points.

Children can exchange House Points they have earned for rewards from the Epraise Shop. The shop is facilitated on a regular basis and contains rewards linked to our love of reading.

Further guidance on how House Points are awarded is available in Appendix B (Rewards).

Celebration Assemblies

Exceptional effort or achievement is recognised in our weekly Celebration Worship. Children may also have a special mention on the weekly Newsletter.

Responses to Misbehaviour

Disruptive behaviour and behaviour which infringes the rights of others' and does not represent our school Christian values, will not be ignored, but will be dealt with using a kind, but firm stance using both Thrive and Restorative Approaches.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will therefore target the individuals responsible.

Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'make amends'.

Children who begin to misbehave or show signs of dysregulation should;

1. Be reminded of our school rules of 'Ready, Respectful, Safe' and the rights of others;
2. Be given a warning and a choice, and reminded of the consequences. Teachers can also choose to use a white card as a visual prompt to reduce the amount of negative language used. They should be given time to reflect and make this choice;
3. Have a restorative conversation or restorative circle. Restorative conversations, will address the following;
 - What happened?
 - What were you thinking or feeling at the time?
 - What do you think/ feel about it now?
 - Who has been affected? / How has this affected you?
 - What is needed to make things right?
 - How can we do things differently in the future? / What support do you need to do this?

Restorative Circles

A restorative circle is an approach to repairing harm that has been done within a community. Pupils in a restorative circle are encouraged to be open and honest about their perspectives regarding a conflict, how they have been affected, and how they think others might have been affected.

If pupils have had to have a restorative conversation or circle, this means they will not receive 1 House Point for that session as they have not been 'ready, respectful and safe'. The fact that they have had to have a 'Restorative Conversation' will be logged on EPraise.

Logical Consequences (Making Amends)

The intention of logical consequences is to help pupils develop internal controls, and to learn from their mistakes in a supportive atmosphere. The logical consequence will be linked directly to our school rules: Ready, Respectful and Safe.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.

- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing
- Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card. In all of these, the child should be supported by a regulated and supportive adult.
- If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Responses to Repeated Incidents

If, despite being given a warning and having a restorative conversation, children still make an unwanted choice in their behaviour, they will be given a brain or movement break. This could include working in a quieter area of the school, working in another classroom, going to a 'safe space' within the classroom or going to one of our Inclusion Rooms. Where they go, will be a professional judgement call of the teacher who has a knowledge of the child. This action being taken, means they will not receive 1 House Point for meeting expectation in that session and that it will be logged on EPraise that they spent time in a 'Partner Class'.

Response to Repeated Disruptive Behaviour or Serious Misbehaviour

If, despite time in a partner class or elsewhere, the behaviour does not improve, or the child continues to misbehave when they re-enter their classroom, the child will be sent to a Senior Leader (SLT). This will either be immediately, or at break time, whichever the class teacher deems most appropriate. The decision to miss break time or not, will be at the discretion of the Senior Teacher (SLT).

Time with the Senior Teacher (SLT) will involve a restorative conversation or a restorative circle and a 'relevant consequence' e.g. a child completing the work they did not do in the lesson or making amends with another individual impacted. Sometimes therefore, this will require the involvement of others that were affected.

Wherever possible, misbehaviour will be addressed on the same day however, we will make reasonable adjustments for those children with identified need.

If repeated incidents occur after the intervention of a Senior Teacher (SLT), or an incident is perceived as being very serious, the issue will be referred to the Senior Leadership Team. *A more specific explanation of this process can be found in Appendix C (Levels of Behaviour Management)*

Serious Incidents

Staff must recognise that young people can abuse other young people. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; upskirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education)

There is no place in our school community for these behaviours. More serious incidents are therefore reported to a member of the Senior Leadership Team (all of whom are Designated Safeguarding Leads) who deal with the incident, with advice and guidance from other Local Authority advisers and partners where necessary, and logs the details on CPOMS. These are always reported to the Headteacher. The school's approach is clearly articulated in the Child Protection Policy under 'Child-on-Child' abuse. The duty to keep all children safe and to have the best interests of the child / children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most appropriate sanction, up to and including permanent exclusion. Any suspension or permanent exclusion will follow our Suspensions and Exclusion Policy.

A more specific explanation of this can be found in Appendix C (Levels of Behaviour Management)

Please see our Anti-Bullying and Anti-Hate Policy for further information.

Removal from the classroom

Removal from the classroom is where a pupil, for serious disciplinary reasons, is required to spend a limited time outside of the classroom at the instruction of a member of staff. This is different to when a senior leader may ask a child to speak to them about an incident.

Removal from the classroom is considered a serious sanction. It is only used when other strategies have been used or when mis-behaviour is extreme.

Removal may be considered in the following circumstances

- To maintain the safety of all pupils
- To restore the stability following high level disruption
- To allow the pupil to regain calm in a safe space

When a child is removed, they will be in an appropriate area of the school (usually a partner class or the leadership offices), with appropriate resources and school staff. The child will be supported with their transition back to the class when they are ready.

If a child has to be removed from a classroom, parents will be informed and this will be logged by the school.

Removal from the classroom is not a suspension or exclusion. A pupil will never be sent home, or asked to be collected early, for disciplinary reasons without a formal suspension. Any time a pupil spends out of school for disciplinary reasons will be a formal suspension, made by the Executive Headteacher in line with our Suspensions and Exclusion Policy.

Suspension and Permanent Exclusion

Suspension and permanent exclusion are only used as a last resort, in response to serious or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Only the Executive Headteacher can suspend or permanently exclude a pupil.

The full procedures, including informing parents/carers, the governing board and the local authority, setting work, arranging education and supporting the pupil's return to school, are set out in our Suspensions and Exclusion Policy. This follows the DfE statutory guidance on suspension and permanent exclusion that came into force on 26 July 2026. That policy also explains off-site direction, managed moves and safeguarding separation, none of which are exclusions.

Before a suspension or permanent exclusion is considered for a pupil with SEND, the SENCO will be consulted to check whether the pupil's needs are being met and whether reasonable adjustments are in place. After any suspension, a reintegration meeting will be held with the pupil and their parents/carers to agree the support needed for a successful return.

Challenging Homophobic, Biphobic, Transphobic and Other Discriminatory Language

In line with the Equality Act 2010 and our commitment to creating an inclusive environment where all pupils feel safe and valued, we take a clear and consistent approach to challenging all forms of discriminatory language. This includes, but is not limited to: racist, sexist, homophobic, biphobic, transphobic, and disablist language.

Our Approach:

All discriminatory language must be challenged every single time it is heard, regardless of whether it appears to be used with harmful intent or as 'banter'. Research shows that casual use of discriminatory language creates an environment where bullying is more likely to occur and affects all pupils, not just those who are LGBT+, disabled, or from minority backgrounds.

Staff response: When discriminatory language is heard, staff will: explain why the language is unacceptable and hurtful; help children understand that such words can make people who are LGBT+, disabled, or from minority backgrounds (or who have family members or friends from these groups) feel unwelcome and unsafe; compare it to other forms of prejudicial language to help children understand why it is wrong; and remind children of our school values of love, respect and community.

Recording and monitoring: All incidents involving discriminatory language are recorded on our behaviour management system (CPOMs) with specific categories for racist, sexist, homophobic, biphobic, transphobic, and disablist language. This allows us to monitor patterns and ensure appropriate interventions and support are provided.

This approach ensures that Nailsworth CE Primary School is a place where everyone is treated with dignity and respect, and where diversity is celebrated. We recognise that children learn from the adults around them, and by consistently challenging discriminatory language, we model the values we wish to instill in our pupils.

Specific Behaviour Needs

Reasonable adjustments should be made for those pupils with specific needs or certain conditions.

It may be appropriate for some pupils to have their own Behaviour Support Plan (BSP) with their own rewards and consequences. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school. A Behaviour Support Plan is maintained to record and monitor challenging behaviour. Often reward charts or Positive Behaviour Trackers are used to track, motivate and record good behaviour.

The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any Individual Behaviour Plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings.

If continued poor behaviour places the pupil at risk of exclusion, a 'Pastoral Support Plan' (PSP) may be deemed more appropriate to meet the pupil's needs. Where a pupil is at risk of suspension or exclusion, the SENCO will review the support in place. For a pupil with an EHC plan, the school will consider asking the local authority for an emergency review of the plan. For a looked-after child, we will work with the Virtual School Head and consider an interim PEP review.

If the child has a My Plan, this provision will also be outlined on there.

Further information on this can be found in Appendix C (Levels of Behaviour Management).

Positive Touch

Both the Thrive Approach, and the Team Teach approach, adopt the use of 'Positive Touch'.

Nailsworth CE Primary School, has therefore adopted an informed, evidence-based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy emotional growth and learning. Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child.

It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely. In recognition of this, under special, agreed and supervised conditions, staff will consider using safe touch as one of the means available to them, for example to calm a distressed child, to contain an angry child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

Further information on the use of 'Positive Touch' can be found within our 'Positive Touch' Policy.

Positive Handling - Team Teach

Some members of staff are trained in using Team Teach positive handling techniques. A list of trained staff is available from the school office and is always displayed in the staff room.

The fundamental principle of Team Teach is de-escalation. Team Teach supports that positive handling should only be used as a last resort and when all de-escalation techniques have proved ineffective.

Team Teach training is designed to minimise risk and help people build and maintain positive relationships. Team-Teach training is affiliated to The General Services Association and its courses have been accredited (2006, 2009, 2012) by the British Institute of Learning Disabilities and The Institute of Conflict Management (2015). Team Teach training is valid for 3 years.

Team Teach trained staff have the power to use reasonable force to:

- Restrain a pupil at risk of harming themselves through physical outbursts;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; (DFE circular Jan 2016 Behaviour and Discipline in Schools).

Reasonable force is using no more force than is necessary based on the individual child and circumstances. If positive handling is used, it must be reasonable, proportionate and necessary.

For further information, please see our 'Positive Handling Policy' Please also refer to the DFE Policy for The Use of Reasonable Force in School [Use of reasonable force in schools - GOV.UK](#)

Home / Parent Links

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations ('Bronze Expectations') through parent information leaflets, newsletters, the sharing of this 'Relationships' Policy, the school website and our 'Behaviour Expectations' which are displayed around the school environment.

Rewards, achievements and behaviour incidents will be shared with parents/carers via EPraise. Parents can access this by logging in on the EPraise website or downloading the app at their convenience. Parents/carers should contact the member of staff who logged the behaviour if they would like further information on incidents logged.

A more detailed description of how parents will be included with supporting positive behaviour is detailed within Appendix C (Levels of Behaviour Management).

Incidents Outside of School Premises/School Hours

The school may take action against any child who is reported for bad, abusive, discriminatory or bullying behaviour off the school if:

- a) The child is participating in a school-related activity (such as a school trip).
- b) Travelling to or from school.
- c) Wearing school uniform.
- d) The misbehaviour could pose a threat to another pupil physical or mental health and well-being or adversely affect the school's reputation. This may also include the inappropriate use of social media sites (see Acceptable Use Policy and Anti-bullying/Anti-hate Policy).
- e) Could have repercussions for the orderly running of the school
- f) Could adversely affect the reputation of the school
- g) Could pose a threat to another pupil

Any action taken will be proportionate to the behaviour and will be in line with our Relationship Policy.

The school is aware that child-on-child abuse can take place in a wide range of situations and will actively engage strategies to ensure children can report any concerns. There is a culture of openness and a desire to understand every child's lived experience as well as supporting all children to recognise and respond to incidents of bullying and cyberbullying including that which is prejudiced and/or discriminatory. We recognise that online well-being is fundamental and is a key aspect of our curriculum in RSE, PHSE and Computing.

Searching, screening and confiscation

School staff can confiscate, retain or dispose items which are banned in school. This is in line with the DfE's Searching, Screening and Confiscation guidance.

Items that are banned:

- Weapons, for example; knives, sharp objects etc
- Instruments from home that shouldn't be in school, for examples; lighters
- Drugs or cigarettes
- Mobile phones, smartwatches and other smart devices, unless handed in to the School Office on arrival (see below)

Mobile Phones and Smart Devices

In line with the DfE's Mobile Phones in Schools guidance and Keeping Children Safe in Education, the Heartwood Federation is a mobile phone-free federation. Pupils must not have access to mobile phones at any time during the school day, including lessons, break times and lunchtimes. This includes smartwatches and any other device that can be used for messaging, taking photographs or video, recording audio, accessing the internet or making calls. Full details are in our Mobile Phone Policy, which forms part of this policy.

Pupils are discouraged from bringing mobile phones to school. Where a phone is needed, for example to support independent travel, it must be switched off before entering the school site, handed in to the School Office on arrival and collected at the end of the day.

Exceptions will only be made with permission from the Executive Leadership Team or School-Based Management Team, for example where a pupil needs a device for a medical condition, as assistive technology linked to their

SEND, or for safeguarding reasons. Any exception will be recorded in the pupil's individual plan, such as a care plan or My Plan.

Responses to mobile phone misuse

Our response will be proportionate, follow the levels in Appendix C and take account of the pupil's age, needs and any reasonable adjustments.

- **First occasion:** the device is confiscated and kept securely in the School Office. The pupil has a restorative conversation, the device is returned at the end of the day and parents/carers are informed.
- **Repeated occasions:** the device is confiscated and will only be returned to a parent/carer. A member of SLT will meet with parents/carers to agree a plan, for example the pupil handing the device in to the office in person each morning.
- **Refusing to hand over a device:** staff will not use force to take a device. The pupil will be referred to a member of SLT and parents/carers will be contacted.
- **Misuse that causes harm:** using a device to film or photograph others without consent, to bully or threaten others, to share nude or semi-nude images, or to access harmful content will be treated as a serious incident and referred to the DSL. It will be dealt with under our Child Protection Policy and Anti-Bullying and Anti-Hate Policy, and may involve other agencies, including the police.

Staff will only look at data or files on a confiscated device where there is good reason to do so, in line with the DfE's Searching, Screening and Confiscation guidance. Where a device may contain nude or semi-nude images, staff should not view, copy or forward the images and must refer to the DSL straight away.

A breach of the mobile phone rules on its own would not normally lead to a suspension. Suspension or permanent exclusion would only be considered where misuse is part of serious or persistent misbehaviour, such as serious online bullying or harmful sexual behaviour, and will always follow our Suspensions and Exclusion Policy.

Mobile phones are brought to school at the owner's risk. Confiscated devices will be stored securely and returned as set out above.

Appendix A

Behaviour Expectations

These expectations will be shared with the pupils and displayed around the school. All staff are expected to consistently refer to these when managing behaviour, both in the classrooms and for those times that we are out of class.

Positive Behaviours

Bronze Behaviours (expected)

	EYFS/Year 1	Year 2 and 3	Year 4,5 and 6
What does Ready look like?			
Ready to learn in class/ worship	Magnet eyes, listening ears and safe sitting (children show empty fingers and together in their laps)	Showing the actions of/ saying Magnet eyes, listening ears and safe sitting (children show nothing in hands, sitting nicely on their chairs)	Saying Magnet eyes, listening ears, safe sitting

Gaining children's attention mid lesson (activity dependent)	<p>In quieter activities/ sessions teacher to use their voice to gain the classes attention.</p> <p>For louder activities that require a teacher to raise their voice- teacher to use 'Team Stop' with the children.</p> <p>Team Stop- Teacher raises hand in the air, everyone is expected to put their hands up and put everything down.</p>		
<p>One hit feedback</p> <p>Once answer has been written, the children must put their pen down and lid on and then hold their board to their chest so no one else can see.</p>	<p>3,2,1 show me!</p> <p>As a prompt for where to hold boards on the carpet- Under your chin and the children repeat 'with a cheesy grin'.</p>	3,2,1 show me!	3,2,1 show me!
What does being respectful look like?			
Lining up/ walking around corridors / going to worships	<ul style="list-style-type: none"> -Walking on the left -Single file -Hands to yourself -Voices off -Eyes forwards 		
Transitions – e.g getting bags at the end of the day	<ul style="list-style-type: none"> -Send one table at a time -Send one group at a time -Teacher/ TA to oversee children collecting belongings -Quiet voices -Walking on the left -Single file -When children return to the classroom ensure that voices are off. 		
Transitions- coming in from break and lunch and morning routine	<ul style="list-style-type: none"> -Calming music to be played -Activity ready for a child to participate in independently while waiting for all children to be ready -Adults stood at the outside door welcoming children back into class, reminding children that this is learning time now. 		
Transitions from carpet to tables	<ul style="list-style-type: none"> -Sending groups of children at the time -1,2,3 showing of fingers – 1 stand up, 2 walk and stand behind your chair and 3 sit down and start working. 		
Assembly	<ul style="list-style-type: none"> -Teachers are responsible for their children during worship -Children to be organised into a sensible order (vulnerable children sat next to staff, other children split up from each other) -Teachers/ TA watching their class and ensuring RRS within their class -Ensuring that children are leaving the hall with 'voices off' -Teachers/other staff to support other teachers/ staff with their classes' behaviour -No adult to switch off during this time – your role is to support behaviour 		

Change History	Summary of Key Changes
Sept 2023	Policy produced
Sept 2024	Policy updated
Sept 25	Policy Updated
Sept 26	Policy Updated

Appendix B

House Points

We believe that there should be no 'invisible' children and that children who are continually demonstrating that they can be 'Ready, Respectful and Safe' should be rewarded for doing so.

Children who demonstrate that they are 'ready, respectful and safe' are therefore recognised by being given House Points.

- Classes are divided into 4 Houses - Coaley, Minchinhampton, Rodborough and Selsley (mixed ability and behaviour);
- House Point awards are recoded using a common reward system throughout school - EPraise
- Pupils are expected to display 'Bronze' behaviours at all times and are regularly awarded House Points for meeting these expectations;
- Children will also be awarded extra House Points for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours;
- House points that have been awarded should not be taken away;

Children are to be awarded the following House Points for demonstrating expected, beyond expected or exceptional behaviour.

Number/name	Description	Frequency
	Positive noticing: Verbal praise or a message home	Staff will actively use positive praise to highlight to the children when they are following the expected standards. This will be explicit and clear so that the child understands what they are doing well. For example; Fred, the way you opened the door for me was really respectful.
1 HP (Bronze)	Being Ready, Respectful and Safe: Basic and frequent rewards for meeting expectations	Teachers are to award a Bronze Award every session for children that have been 'ready, respectful and safe'. Extra house points can be awarded for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.
5 HP (Silver)	Beyond expected: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	As a very rough guide , teachers should look to award a Silver Award once a week per pupil. This would equate to 6 children a day, or one child per session.

Owner:	Headteacher	Delegated To	Governing Body
Review Frequency	Annually	Updated	April 2020 September 2023
		Date Ratified by Governing Body	Yes
Version	1	Next Review	September 2024 1
Review Author		Published on Website	Yes

25 HP (Gold)	Exceptional: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	Reserved for exceptional circumstances! Very rare!
--------------	---	---

Children will be awarded House Points for each session of the school day.

These consist of 6 sessions:

Lessons before break (session 1), break time (session 2), lessons after break (session 3), lunchtime (session 4), after lunch lessons (session 5) and worship until the end of day (session 6).

Spending House Points

Children will have the opportunity to exchange House Points they have earned for rewards relating to our Love of Reading from the Epraise Shop. The shop will be open on a regular basis.

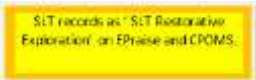
Appendix C

Together, we rise, we learn, we love abundantly

Levels of Behaviour Management

Level	Pupil Behaviour	Teacher Action	Extra Support
Bronze 	Pupil adheres to our 'Bronze Expectations'	<u>Staff reinforce 'Bronze Expectations'</u> Specific feedback is given so the pupil knows staff have paid full attention to them and what they have done well. E.g. Use the language of 'noticing' i.e. "I noticed how calmly you walked through the door just now. You definitely look READY to learn." Consistently being Ready, Respectful and Safe throughout a session equates to 1 House Point.	Involve colleagues and parents/carers in celebration of pupil's achievements. Avoid generic terms e.g. "Well done!" and "I'm really proud of you!" Encourage the pupil to be proud of their own achievements instead i.e. "You should be really proud of yourself!"
Warning (White Card) 	Continues to show signs of emotional dysregulation (i.e. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and disrupting others)	<u>Visual or Verbal Warning</u> Teacher gives a clear visual of verbal reminder to the child, reminding the child of our 'RRS' expectations. Teachers can be firm but kind. Staff will not shout or intimidate. e.g. "Fred, you've been told that is not safe. That is your warning." Children should be given processing time after being given this warning.	Visual cues.
Restorative Conversation	Continues to display unwanted behaviours despite having been given a warning e.g. <ul style="list-style-type: none"> Distracting others 	<u>Restorative Conversation</u> Pupils will not receive their 'Bronze House Point' for this session. <ol style="list-style-type: none"> What happened? What were you thinking or feeling at the time? What do you think/ feel about it now? 	Parents can access their child's behaviour record via Epraise. Parents/carers should contact the Class Teacher with any queries that they have. Parental support and reinforcement at home of expectations, has the most impact.

	<ul style="list-style-type: none"> Refusing to follow instructions Rough play Running inside school Being unkind or disrespectful to others Answering back to an adult 	<ol style="list-style-type: none"> Who has been affected? / How has this affected you? What is needed to make things right? How can we do things differently in the future? / What support do you need to do this? <p>Teacher records as 'Restorative Conversation' on EPraise</p> <p>A logical consequence should be considered and agreed with the person affected. E.g. Together, you fix what was bothering that child e.g. move them away from a trigger, completing missed learning at break, making amends with the person next to them because it was bothering them.</p>	
<p>Repeated Incidents</p> 	<p>Unwanted behaviour continues e.g. some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others.</p>	<p><u>Brain/ Movement Break/ Partner Class</u></p> <p>Teacher to send the child on a movement break, to complete 'a job', or move them to a partner class. This will be a professional judgement call depending on the severity of the behaviour and the knowledge of the child's individual needs.</p> <p>It is important the member of staff makes it clear to the child why they are going e.g. "You are affecting others learning and need to go and work in another room now to complete your work."</p> <p>Teacher records as 'Partner Class' on EPraise</p> <p>An understanding of what might be triggering the behaviour should be always considered. It is not an excuse, but professional curiosity is key.</p>	<p>The Class Teacher can speak to the Inclusion Team if they feel extra support is required at this point.</p> <p>Parents can access their child's behaviour record via EPraise. Parents/carers should contact the Class Teacher with any queries that they have. Parental support and reinforcement at home of expectations, has the most impact.</p>
<p>Restorative Conversation with Senior Leader (SLT)</p>   	<p>Severity warrants discussion with Senior teacher (SLT) e.g.</p> <ul style="list-style-type: none"> Continuous unwanted behaviours* Hurting someone else on purpose* Arguing with, or shouting at an adult* Discriminatory language, including racist, sexist, homophobic, biphobic, transphobic or disablist language (including casual use such as 'that's so gay'). This must be challenged every time, even when used as 'banter'* 	<p><u>Pupil is sent to a member of the Senior teacher (SLT)</u></p> <p>The child will have a restorative conversation or circle with their senior teacher. This will either involve a 'logical consequence' e.g. a child completing the work they did not do in the lesson or making amends, sometimes involving others that were affected. This is at the discretion of the Senior Leader.</p> <p>Senior teacher (SLT) to make a phone call home or speak to the parent face to face.</p> <p>A restorative conversation with a senior teacher can happen immediately or at the next break/lunch time dependent on the Class Teacher/ Senior Leader's professional judgement.</p>	<p>The Inclusion Team and class teacher may decide that the pupil needs a BSP / PSP if repeated incidents persist.</p> <p>Senior teachers can also liaise with the Inclusion Team.</p> <p>A daily behaviour report and reward chart may be implemented in accordance with BSP.</p> <p>Parents can access their child's behaviour record via EPraise. Parents/carers should contact the Senior teachers member with any queries that they have. Parental support and reinforcement at home of expectations, has the most impact.</p>

	<ul style="list-style-type: none"> • Damaging property* • Stealing* • Repeated use of a mobile phone or smart device in school* <p>*Professional judgement call as to whether it should be escalated to SMT.</p>		
<p>Restorative Conversation with SMT</p>   	<p>Despite support, continues to seriously violate the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative.</p> <p>OR</p> <p>Severity warrants discussion with SMT e.g.</p> <ul style="list-style-type: none"> • Persistent disruptive Behaviour • One-off serious incident • Child-on child Abuse (in line with Anti-Bullying and Anti-Hate Policy - alert DSL) • Leaving school without permission • Online Safety (DSL) 	<p><u>Pupil is sent to SMT</u></p> <p>The member of SMT has a restorative conversation or circle with the child(ren) with a view to making amends.</p> <p>A child may be removed from the classroom is necessary.</p> <p>A phone call home is made or a conversation is had face to face.</p> <p>After discussion with parents/ carers, if the situation is persisting, a Pastoral Support Plan may be required. In exceptional circumstances the pupil may be given an internal suspension, a fixed-term suspension or a permanent exclusion, in line with our Suspensions and Exclusion Policy.</p> <p>Where incidents of extreme behaviour occur, suspension or permanent exclusion may be considered straight away, in line with our Suspensions and Exclusion Policy.</p> 	<p>Inclusion Team input.</p> <p>Pastoral Support Plan.</p> <p>Family Support.</p> <p>Other external outside agency support as appropriate.</p> <p>Parents can access their child's behaviour record via EPrise.</p> <p>Parents/carers should contact the SMT member with any queries that they have. Parental support and reinforcement at home of expectations, has the most impact.</p>

	<ul style="list-style-type: none">• Harmful misuse of a mobile phone or smart device (DSL)• Repeated use of offensive language (racist, homophobic etc)		
--	--	--	--