



Behaviour and Relationships policy and statement of behaviour principles

Approved by: Full governing body

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**Previously reviewed
on:** 14th March 2022

Next review due by: Spring Term 2024

Chair of governor's signature

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1. Aims

Moulton CEVC Primary School prides itself on our relationships between pupils, staff and parents. We are committed to nurturing and supporting the emotional mental health and well-being of staff, pupils and parents/carers. In all aspects of school life, we aim to provide an ethos, environment and approach which prepares children for their next educational phase, and for adulthood.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Reducing the Need for Restraint and Restrictive Intervention June 2019](#)
- [Risk Reduction Standards April 2021](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework, without a valid reason
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities



It is everybody's responsibility to ensure that people's rights are respected. It is the responsibility of staff and governors to create an environment where children feel safe and valued. Staff members in school are responsible for getting to know our children, and to become familiar with any developmental or contextual needs which might affect behaviour.

'Responsibility' is one of our core values:

Community	Individuality	Responsibility
<p><i>We expect that...</i></p> <ul style="list-style-type: none"> - Our pupils will learn about the community in which they live and understand why it is the same and different to other communities - Our pupils understand that there are many communities, each with their own values and beliefs - Our pupils show respect to people from all communities. - Our pupils, parents and carers feel valued in our school community - Our pupils understand how rules are made and upheld in communities - Our pupils will resolve disputes with people in their community respectfully. 	<p><i>We expect that...</i></p> <ul style="list-style-type: none"> - Our pupils can celebrate their unique personalities and talents - Our pupils are tolerant to and celebrate others' talents and personalities - Our curriculum enables pupils to show their individuality - Our pupils can express their individual beliefs and ideas with respect 	<p><i>We expect that</i></p> <ul style="list-style-type: none"> - Our pupils understand that they share responsibility for their learning - Staff share responsibly for pupils' learning with parents and carers. - Our pupils share responsibility with staff and parents to look after our school grounds and equipment - Our pupils understand the responsibility of being global citizens - Our pupils have a responsibility to follow the law.

We ask parents to share responsibility for their child's school day by communicating important information about their child in a timely manner, and by modelling polite and effective communication with staff members.

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The will also review this behaviour and relationships policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of all pupils
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Show respect to members of the school community
- In class, make it possible for all pupils to learn
- Move safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal rewards
- Stickers
- Positive messages/notes home to parents
- Assembly class certificates
- Star of the day/week
- Raffle tickets
- Over and above board

The school may use one or more of the following actions in response to unacceptable behaviour:

- A verbal reminder
- Expecting work to be completed at home, or at break or lunchtime
- Time-out at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Sanctions
- Fixed-term suspension
- Permanent exclusion

In liaison with the Special Educational Needs Coordinator, a child's class teacher, and a child's parents, a Behaviour Support Plan might be written for a child to support ongoing behaviour challenges.

There is an equitable system of rewards and sanctions which is explained to the pupils and applied consistently by all members of staff within the school community.

All staff will strive to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, fair manner, using restorative language. This will refer back to everybody's rights:

"Child A does not feel safe."

"Child B is unable to learn."

“Child C does not feel happy.”

If pupils engage in behaviour that prevents others from learning, the following actions will be applied:

1. Look/check behaviour.

This can be discreet, so as not to alert other children.

2. Verbal warning

“No, thank you.” Staff members will make eye contact and use a child's name.

A verbal warning is usually enough to stop the poor behaviour

3. Discussion

If a child continues to display negative behaviour, where possible, a member of staff will remove the child from the classroom to talk to the child, to establish if the child has an unmet need that can be rectified quickly. Depending on the staff available, this discussion might need to happen at break or lunchtime, or with a non-class member of staff who is available. The child's class teacher might contact the child's parents at this point. The class teacher might decide that the pupil should be discussed at the weekly 'Pupil Update' where ideas for support can be discussed with all teachers.

4 SLT (Senior Leadership Team) talk

A member of the SLT will speak to children whose behaviour is concerning their classroom staff.

The SLT member might contact the child's parents at this point. It is likely that the pupil will be discussed at the weekly 'Pupil Update' where ideas for support can be discussed with all teachers.

Staff will always consider a child's special educational needs and individual circumstances when it comes to assessing severity of an incident and when determining a consequence.

Lunch and Break time

Positive behaviour is expected at all times, in the classroom, and outside of the classroom. Staff on playground supervision duty should follow the above process, where appropriate, and communicate with the child's class teacher if needed.

7.2 Expectations On and Off Site

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Teachers have a statutory power to discipline pupils outside of the school premises where:

- witnessed by a staff member
- reported to the school
- the pupil is identifiable as a pupil at the school

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will explore and respond in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Having unconditional positive regard for all pupils
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Approaching misbehaviour with restorative justice/ restorative language so that children may better understand and learn from the incident

8.2 Physical Intervention and Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder (where imminent safety issues arise)
- Hurting themselves or others
- Damaging property (where there is a risk of injury from the damage)

Force is considered reasonable if **necessary, proportionate and a last resort**, where no intervention will cause greater harm.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

If a child has an individual risk assessment, this will be followed by all staff.

If a child is likely to need physical intervention, this should be discussed with the child's parents, so that they are clear about specific actions that the school might need to take.

New staff, who work with a child likely to need physical intervention, should be familiar with the child's risk assessment and/or Behaviour Support Plan.

Staff training should meet the statutory guidelines in terms of frequency and content.

Method of Restraint

Teachers at Moulton CEVC are trained in 'low level' physical interventions, in line with training needs analysis, given the profile of pupils in our care. Techniques include:

- Upper arm guard
- Deflection
- Indicating Touch
- The Collect
- Support hold

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.

8.3 Confiscation

Members of staff have the power to search for and confiscate items from a child. This can be on site or off site in the instance of a school trip. We will perform this in a proportionate and democratic way where a suspicion is held that a child may be in possession of the following items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (inclusive of the device on which these are held)
- Any item that could be used to commit an offence, cause injury or damage to property.

Staff also hold the power confiscate any item which is harmful or detrimental to school ethos. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

The decision to physically search a child will not be taken lightly. It will be performed as a last resort and with a legitimate aim, should the child not comply with a safety instruction to surrender a potentially harmful or offensive item.

Staff are not liable for the loss or damage of confiscated items if they have acted lawfully. It will be at the headteacher's discretion as to whether the item should be returned to parents, destroyed or surrendered to the police.

The staff hold the power, but not the duty, to search and confiscate. If the level of risk is sufficient, the police may be called to carry out the search. Parents will be notified as far as reasonably practicable if the decision has been made to call the police.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to meet the needs of a pupil.

All staff at Moulton recognise behaviour as a form of communication and will make best endeavours to understand the function of inappropriate, difficult or dangerous behaviours.

Under the guidance of the school's special educational needs co-ordinator, adults will evaluate a pupil who exhibits behaviours that challenge to determine whether they have any underlying needs that are not currently being met. Parents will be invited to participate at every stage of our person-centred approach. This may include:

- Making reasonable adjustments to meet the child's needs
- Writing a personalised behaviour support plan
- Performing a personalised risk assessment
- Identifying appropriate interventions to prevent, reduce and replace behaviours that challenge.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour. Teachers are trained to use reasonable force on children, where necessary, and as a last resort to keep other children safe.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every.

Maintained schools, pupil referral units and non-maintained special schools add:

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every three years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions document from the DfE (updated in August 2022)
- Safeguarding and child protection policy
- Anti-bullying policy
- Online Safety and IT procedures policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions document explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



PHYSICAL INTERVENTION/RESTRAINT INCIDENT REPORTING FORM

1. Basic information

Name of School: _____

Name of Pupil: _____ DOB: _____ Yr: _____

2. Events leading to this incident

2.1 Where did the incident occur?

2.2 When did the incident occur? Time: _____ Day/Date: _____

2.3 How did the incident begin?

3. Describe the incident

3.1 What was happening at the time?

3.2 Was anyone else involved? _____

3.3 Did anyone else see what happened? (give details) _____

3.4 What behaviour was the pupil presenting that warranted physical intervention?

3.5 Was there damage to property or an assault on a pupil or staff during the incident?

3.6 What did you do to try to defuse the situation before using physical intervention?



3.7

(i) How did you physically intervene?

(please tick)

Upper Arm Guard	
Deflection	
Indicating Touch	
The Collect	
Support Hold	

(describe)

(ii) For how long? _____

(iii) By how many staff members? _____

(iv) Were they authorised? _____

4. Injuries sustained

4.1 Was anyone injured? YES / NO

If yes, give details _____

4.3 Was the pupil checked for injuries by a member of staff who was not involved in the incident? YES / NO

If yes, by whom? Anything noticed?

5. Implications for future planning

5.1 What do you think was the function of the behaviour?

5.2 What would you do differently next time to avoid the need for physical intervention?

5.3 Are other staff aware of the need for a planned response to the pupil? YES / NO



6. Follow up Action

6.1 The incident was reported by:

(designation: _____)

6.2 Informing Parent/ Carer

Staff who informed the parent/carer:

When were they informed? Time: _____ Date: _____

Parent/ Carer Signature:
