Bisley Blue Coat Church of England Primary School

Relationship Policy

Approved by:	Governing Body	**Date:** June 2025
Last reviewed on:	June 2026	
Next review due by:	June 2027	

1. Aims

At Bisley Blue Coat C of E Primary School & Oakridge Parochial School we believe everyone has the right to feel safe, secure, happy and healthy within a positive learning environment. Everyone should be respected as an individual and feel able to contribute to life in the school community. The schools are committed to creating an environment where exemplary behaviour is at the heart of learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy is underpinned by a whole school 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 with 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 do things WITH them, rather than TO them 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.

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 our 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.
- Ensure all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils feel safe and everyone is treated respectfully, and where any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022

- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- 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 to 94 of the Education and Inspections Act 2006, which requires 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 must publish their behaviour policy online

3. Roles and responsibilities

3.1 **The Governing Body**

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this Relationships (behaviour) policy in conjunction with the Executive headteacher
- Monitoring the policy's effectiveness
- Holding the Executive headteacher to account for its implementation

3.2 **The Executive Headteacher**

The Executive Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of principles for behaviour (appendix 1)
- Approving this policy
- Ensuring that the school environment and culture encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer pupils both sanctions and support when necessary
- Ensuring that the behavioural data is monitored, to make sure that no groups of pupils are being disproportionately impacted by this policy

3.3 Teachers and staff

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;
- 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;
- Ensures misbehaviour is dealt with in private wherever possible;
- Actively support parental involvement and reminds parents that they have a valuable role to play.

3.4 Parents and carers

Working collaboratively with parents and carers is vital in ensuring the best outcomes for all pupils.

Parents and carers, where possible, should:

- Get to know the school's relationship policy and reinforce it at home where appropriate
- Support their child in adhering to the school's relationships policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Ensure that they are available to discuss their child's behaviour if needed and make certain that the school has up-to-date contact details
- Discuss any behavioural concerns with the class teacher, or other appropriate staff in a prompt manner
- Take part in any pastoral work following incidents of unacceptable behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Supporting the school in the implementation of this policy

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

3.5 Pupils

Pupils will be made aware of the following at regular intervals throughout their time at school.

- Pupils will be supported to meet the Bronze behaviour and will be provided with support sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's relationship policy and wider culture.
- Pupils will be asked to give feedback on their experience of the relationships/ behaviour in school to support the evaluation, improvement and implementation of the policy.
- Extra support will be provided for pupils who are mid-year arrivals, and for those pupils identified as benefiting from additional support interventions.

4. School Ethos

The ethos of the School is one of recognising positive behaviour and encouraging integrity in our pupils to make the right decisions and take responsibility. This policy builds on our core values: Friendship, Trust, Courage (Bisley), and Friendship, Generosity, Perseverance (Oakridge), together with an overarching value of Respect. These are a thread which are central to the way in which we manage the behaviour of our children.

5. Bronze Expectations (Appendix 2)

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'.

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

6. Responding to expected behaviour

We firmly believe that strong intrinsic motivation creates independent, confident and thoughtful learners. At both Bisley & Oakridge we recognise attitude and effort, and celebrate with pupils when they express pride in their activities and work, in which we encourage self-reflection. It is also recognised however that pupils respond to extrinsic rewards, and our approach to rewards therefore caters for both intrinsic and extrinsic motivations. Within the whole context of rewards, it is important for achievement to be recognised at an individual level, and where efforts are made not to compare to others. We value personal achievements, and celebrate these across the whole school community.

Positive Noticing

Positive Noticing is an everyday relational strategy, any time, any place. Catching children doing the right thing and marking it with positive acknowledgement is not just kindness, it teaches behaviour. You get more of the behaviour that you notice most. At our school, we do this both verbally and through positive messages home.

When children meet or exceed our expectations in terms of their behaviours and learning, we have many ways of recognising their efforts. Examples of rewards include, but are not limited to, the following:

- House Points (Bisley), Team Points (Oakridge)
- Recognition from another teacher, senior leader or executive team (messages home)

- Awarding of a certificate in weekly Celebration Worship

- Awarding of certificates and cups in end of term Termly Celebration Worship (Oakridge) and end of year Leavers Services (Bisley & Oakridge)

- Celebrations of sporting and other extra-curricular achievements, from both within and outside of school

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 House Points (Bisley), Team Points (Oakridge) (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.

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 from the Epraise Shop. The shop will be open on a regular basis.

6. **Responses to Misbehaviour** (Appendix 3)

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.

Staff should use their professional judgement and understand that pupils must be in an emotionally stable place to engage with this process, therefore allowing processing time or time for the child to self-regulate.

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.

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

Restorative approach/ Restorative circles

A restorative circle is an approach to repairing harm that has been done within a community which requires those that were affected or may have witnessed an incident, to be involved. 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.

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.

7. Response to Repeated Disruptive Behaviour or Serious Misbehaviour

If behaviour has not improved after initial interventions, staff should aim to 'break the negative cycle' either by offering a brain/movement break, or asking the child to work in another classroom, also known as a 'partner class'.

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 member of the Senior Leadership Team. This will either be immediately, or at break time, whichever the Class Teacher / Senior Leader deems most appropriate.

Time with the Senior Leadership Team will involve a restorative conversation or a restorative circle and a 'logical consequence'.

If repeated incidents occur after the intervention of a Senior Leader, or an incident is perceived as being very serious, the issue will be referred to the Executive Leadership Team.

8. 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 Executive Leadership Team (all of whom are Designated Safeguarding Leads) who deals 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.

10.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 the Executive Team. 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 Management 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.

11. **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.

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

12. Positive Touch

Our school has several qualified practitioners which all staff can seek professional guidance from. In addition to this, a large number of staff are Team Teach trained. Both approaches adopt the use of 'Positive Touch'.

Our 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.

13. 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'

14. 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.

15. Searching, screening and confiscation

15.1 Children's valuables and possessions

Children may not bring personal items to the school (money, games, toys, etc.) without the permission of a member of staff. Anything of this nature brought in without the express permission of a member of staff will be confiscated and returned to the pupil at the end of the school day. The school is not responsible for the loss or damage of anything brought into school in this way.

15.2 Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco, cigarettes or vaping equipment, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the rules of the school, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the school or disposed of.

15.3 Electronic Devices

Where a search finds an electronic device that is prohibited by the rules of the school, or where the member of staff undertaking the search reasonably suspects that the electronic device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the school may examine relevant data or files on the device, where there is good reason to do so. Examples of where a 'good reason' may arise include where the member of staff reasonably suspects that the data or files on the device has been, or could be, used to cause harm, to disrupt teaching or breach the Behaviour Policy. Parental consent to search through electronic devices in these circumstances is not required.

The School may also erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, in which case the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the School can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this Behaviour Policy, and may deal with the pupil accordingly.

Any decision to search an electronic device should comply with the School's Child Protection and Safeguarding Policy. In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Child Protection and Safeguarding Policy.

16. Links with other policies

This policy is linked to the:

- Child protection and Safeguarding Policy
- eSafety Policy
- SEND Policy
- Suspensions and Exclusions
- Team Teach
- Positive touch
- Accessibility Policy
- Anti-Bullying & Hate Crime Policy

Appendix 1: Governors' Statement of Principles for Behaviour

Legislation requires Governors to make, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance.

This statement has been developed and agreed by the Governing Body with principles that underpin the schools' Behaviour Policy. They define the roles, responsibilities and practice in this area. Establishment and implementation of the policy lies with the Headteacher. These principles are intended to shape the schools' behaviour policy and contribute to high expectations of behaviour which are clearly articulated to all and are an intrinsic element of the schools' ethos.

Our principles are as follows:

1. The Governors of Bisley and Oakridge Primary Schools strongly believe that high standards and empathetic and restorative approaches to behaviour lie at the heart of a successful school. When behaviour is understood as communication it enables recognition of content and motivated learners, as well as being an opportunity to listen to, and support, any children who are struggling. Approaches to behaviour must enable all to feel heard, safe and respected. In this environment pupils will aspire to make the best possible progress in all aspects of their school life, and the Headteacher and all the staff to be able to teach and, with the support of the parents, promote good learning.

2. All pupils, staff and visitors have the right to feel calm, safe and supported at all times in school. There should be mutual respect between all members of the school community, with staff modelling positive relationships among themselves and with all pupils. Where pupils are struggling and most vulnerable to not meeting behaviour expectations paying positive attention to address and redirect behaviour will benefit the whole school community.

3. The Behaviour Policy will be drawn in accordance with the Equality legislation and policy and our Anti-Bullying Policy. It will also strive towards the objective of improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity.

4. The Behaviour Policy should complement policies relating to safeguarding, special educational needs and other vulnerable children. Staff should always consider the individual circumstances for pupil behaviour, including whether a child being unable to meet behaviour expectations is linked to a child suffering, or being likely to suffer significant harm, and if so, follow safeguarding policy and procedure.

5. The Behaviour Policy should reinforce the work and ethos' of the schools in the:

i) values and visions of both schools (especially the core values of Friendship, Trust & Courage (Bisley) and Friendship, Generosity & Perseverance (Oakridge))

ii) spiritual values of connection with oneself and your feelings, with others and beyond; that everyone is valued, individually and uniquely, and given the support and confidence to develop strong roots through which to flourish

iii) work completed to Raise Attainment through Wellbeing and both schools' status as Wellbeing Pioneer Schools. This Wellbeing work in particular incorporates Emotion Coaching: focussing on empathy and guidance and using relational and trauma informed approaches to behaviour. Reminders of values and how these relate expected standards of behaviour, should be displayed in all classrooms and other relevant parts of the school.

6. The Behaviour Policy will clearly set out expectations for behaviour as per the points above, it will outline how pupils will be supported to meet these expectations and how boundaries around these will be identified and maintained. We acknowledge that the vulnerability of pupils to poor outcomes increases with more sanctions, therefore the policy will include preventative measures and how the school community will promote the best learning behaviours, expectations and cultures; how teaching and learning practice will support behaviour practice and vice versa.

7. Strong intrinsic motivation creates independent, confident and thoughtful learners. This should be encouraged in the Behaviour Policy by recognising effort and celebrating with pupils when they express pride in their activities and work, encouraging self-reflection and autonomy. Where specific behaviour is recognised it is described clearly and efforts made not to compare to others. Where school values or personal achievements are recognised in pupils it is celebrated by the whole school community to encourage confidence in others to do the same. Efforts should be made to recognise and celebrate the efforts of all pupils.

8. Behaviour outside the schools' expectations are treated with sensitivity and respect and discussed with the pupil concerned following the principles of Emotion Coaching. School staff will work together to remain adaptive and agile in responding to pupils and engaging them instead in positive learning behaviours. They will know children well and therefore anticipate, plan for and respond to individual children who are vulnerable to not meeting behavioural expectations.

9. Consequences for behaviour that has crossed boundaries of expectations and particularly where it is having a detrimental effect on others should be clearly described in the Behaviour Policy so that pupils, staff and parents/carers can understand how

and when these are applied. Consequences should be discussed between staff and the pupil concerned. They should relate to the specific boundary crossed and hold pupils to account in redressing any work missed, upset caused or property damaged (for example), to promote engagement and responsibility. All discussions and consequences should be delivered in private between staff and the pupil concerned, with efforts made not to relate these behaviours to the child personally or create shame.

10. Reasonable adjustments for those with SEND must be set out and prepared in advance, with reference to their needs and what is required to meet them.

11. Responding to behaviour should be as part of a community, involving all school staff, parents, any other professionals involved and the children themselves. The Behavioural Policy should be developed with input from all concerned. It should model and require a joined-up approach between all parties to promote understanding when behaviour doesn't meet expectations and prevent further escalation.

9. The Governors expect the Headteacher to include the following within the Behaviour Policy, outlining agreed procedures so staff can be confident in the use and extent of these powers:

a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);

b. the power to use reasonable force or make other physical contact;

i. Where force is considered necessary, passive physical contact should always be used in preference to active physical contact when possible.

ii. To maintain positive relationships within the community surrounding a child, when incidents have occurred requiring the use of force this should be discussed with parents.

c. the power to discipline beyond the school gate;

i. The Behaviour Policy should extend to the behaviour of pupils on school trips and school events or activities arranged off the school premises by school staff. It should consider behaviour off the school premises which adversely affects another pupil, member of staff or member of the public and the notification of police and safeguarding procedures.

d. pastoral care for school staff accused of misconduct;

i. The Headteacher should draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

e. when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Governors expect the policy to detail how searching pupils, using reasonable force and disciplining beyond the school gate are only in exceptional circumstances, where there is a risk to safety.

This statement of principles and the resulting Behaviour Policy will be reviewed every 2 years and consultations sought if it is to be updated.

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

This written statement of behaviour principles is reviewed and approved by the full governing body annually when the behaviour policy is reviewed.

Appendix 2:

‘Ready, Respectful, Safe’

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

	EYFS/	KS1	Ks2
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)	In quieter activities/ sessions teacher to use their voice to gain the classes attention. For louder activities that require a teacher to raise their voice- teacher to use ‘Team Stop’ with the children. **Team Stop-** Teacher raises hand in the air, everyone is expected to put their hands up and put everything down.		
One hit feedback 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.	3,2,1 show me! As a prompt for where to hold boards on the carpet- Under your chin and the children repeat ‘with a cheesy grin’.	3,2,1 show me!	3,2,1 show me!
What does being respectful look like?			
Lining up/ walking around corridors / going to worships	-Walking on the left -Single file -Hands to yourself - Voices off - Eyes forwards		
Transitions – e.g getting bags at the end of the day	-Send one table at a time -Send one group at a time -Teacher/ TA to oversee children collecting belongings -Quiet voices -Waking 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	-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	-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	-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

Appendix 3: Levels of Behaviour Management

Level	Pupil Behaviour	Teacher Action	Extra Support
Bronze 	Pupil adheres to our 'Bronze Expectations'	**Staff reinforce 'Bronze Expectations'** 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' and emotional coaching 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	Continues to show signs of emotional dysregulation (i.e. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and disrupting others)	**Visual or Verbal Warning** 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. • Distracting others • Refusing to follow instructions • Rough play • Running inside school • Being unkind or disrespectful to others • Answering back to an adult	**Restorative Conversation** **Pupils will not receive their 'Bronze House Point' for this session.** **The conversation should follow this structure** 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? Teacher records as 'Restorative Conversation' on EPraise **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 tp them because it was bothering them.	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.
 **Repeated Incidents**	Unwanted behaviour continues e.g. some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others.	**Brain/ Movement Break/ Partner Class** 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. It is important the member of staff makes it clear to the child why they are going e..g "You are affected others learning and need to go and work in another room now to complete your work." Teacher records as 'Partner Class' on EPraise An understanding of what might be triggering the behaviour should be always considered. It is not an excuse, but professional curiosity is key.	The Class Teacher can speak to the Executive Deputy if they feel extra support is required at this point . 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.

Restorative Conversation with Head of School	Severity warrants discussion with Senior Leader (SLT) e.g. • Continuous unwanted behaviours* • Hurting someone else on purpose* • Arguing with, or shouting at an adult* • Bad language including racist and homophobia* • Damaging property* • Stealing* *Professional judgement call as to whether it should be escalated to SMT.	**<u>Pupil is sent to a member of the Senior Leader (SLT)</u>** The child will have a restorative conversation or circle with their Senior Leader (SLT). 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. The Head of School to make a phone call home or speak to the parent face to face. The Head of School will also log on CPOMs and Epraise. **A restorative conversation with Head of School can happen immediately or at the next break/lunch time dependent on the Head of Schools professional judgement/ whether they are on the school site- other children's behaviour should not affect the learning of other children.** **This may mean that the child may have to wait to be seen.**	The Executive Deputy and class teacher may decide that the pupil needs a BSP / PSP if repeated incidents persist. Head of School can also liaise with the Executive Deput. A daily behaviour report and reward chart may be implemented in accordance with BSP. Parents can access their child's behaviour record via EPraise. Parents/carers should contact the Head of School with any queries that they have. Parental support and reinforcement at home of expectations, has the most impact.
Restorative Conversation with Executive Team	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. OR Severity warrants discussion with Executive Team e.g. • 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) • Repeated use of offensive language (racist, homophobic etc)	**<u>Pupil is sent to Executive Team</u>** The member of the Executive Team has a restorative conversation or circle with the child(ren) with a view to making amends. A child may be removed from the classroom is necessary. A phone call home is made or a conversation is had face to face. After discussion with parents/ carers, if the situation is persisting, a Pastoral Support Plan may be required. In exceptional circumstances the pupil may be excluded either internally, externally for a fixed term, or permanently. Where incidents of extreme behaviour occur, suspensions/ exclusion may be considered straight away. **When the Executive Team are not on site, the HoS can contact the Executive Team at all times, where they can advise staff on the course of action/ logical consequence that need to happen in their absence.**	Pastoral Support Plan. Family Support. Other external outside agency support as appropriate. Parents can access their child's behaviour record via EPraise. 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.

- Examples of behaviours are not exhaustive and other behaviours will be dealt with at the discretion of school staff, and where required due to severity, the Executive Headteacher
- If a child has wilfully avoided telling the truth in an attempt to avoid consequences then the level of the resulting consequence may be reconsidered at a higher level
- Specific circumstances, including the SEN and SEMH profiles of each child will be taken into account in each incident, and consequences may be adjusted accordingly in light of these. This is at the discretion of the Senior Teacher or Headteacher.
- Leaders may consider revoking a pupil's privileges in light of repeated poor behaviour i.e. representing the class on the school council or eco club, participation in school sport events, attendance at extra-curricular clubs, enrichment visits etc.