



## Relational Behaviour Policy

### ‘All Behaviour is Communication’

**Rationale:** The rationale that underpins all of our work in managing behaviour is our shared understanding that all behaviour is communication. We firmly believe that both academic and personal outcomes for children are maximised when they form positive relationships with staff and each other and see school as a place where they are listened to, understood and feel safe. We do not believe in a one size fits all approach and understand that to secure excellent behaviour and attitudes from all of our pupils we all need to know what makes each and every child tick and the best way to support them in varying situations. Ours is a very personal and adaptable approach.

**Consultation:** The following stakeholder views, documents and research were considered in the writing of this document:

Parents – Forms survey

Children - Class survey written and led by Mini Leaders

Staff/Governors – Forms survey

Governors – Feedback from Governor monitoring on behaviour and attitudes and the Governing Body’s Written Statement of Principles

Behaviour and Discipline in Schools – Advice for Headteachers and School Staff - DFE 2016

When the Adults Change – Everything Changes by Paul Dix 2017

Please Don’t Exclude Me (Marie Gentles – Behaviour Expert) – BBC iPlayer Oct 2021:

<https://www.bbc.co.uk/iplayer/episode/m001046r/dont-exclude-me-series-1-episode-1>

Timpson Institute – Developing Relational Behaviour Policies Webinar - August 2021:

<https://www.youtube.com/watch?v=PgHnpTfwV1U>

## **Aims:**

- To have high expectations of all pupils to ensure that our school values are upheld.

## **What is the Standard of Behaviour Expected at Easingwold Community Primary School?**

- A safe environment for everybody
- Uninterrupted learning
- High standards of ourselves
- Respect for everybody
- Exemplary Manners
- Moving around school calmly and safely
- Not accepting any form of bullying, harassment, abuse or discrimination
- Admitting our mistakes and learning from them
- Showing tolerance and understanding of others who may not find meeting our expectations as easy as others

## **What are our school values?**

- Respect – we are kind, honest and polite
- Resilience – we work hard and never give up
- Responsibility - we keep ourselves and others safe

## **Rewards and Sanctions:**

Our policy is based on a positive approach which incentivises children to make good choices through a simple system of rewards.

### **Children are rewarded for academic excellence in the following ways:**

**EPIC tokens** for showing; Excellence. Perseverance, Initiative or Commitment to their learning. These can be awarded for work in the classroom or for homework. The tokens for each class are counted up week and the winning class gets to choose a whole class reward. EPIC tokens are used in Years 3-6.

**Worker of the week** – each teacher chooses a worker of the week to be announced in our weekly celebration assembly. The child receives a certificate to take home and has their work displayed in the hall for everybody to admire.

**Golden Letter** – Each week, four of our teachers get to nominate a child to receive a golden letter, these are put in the post in a special golden envelope and the winners get to invite parents to our assembly and choose a book from our prize box.

**Governor Award** - Each half term, staff are asked to nominate children for this award. Governors consider nominations and come into assembly to announce the winner and present the trophy which the child gets to keep for the half term.

### **Children are rewarded for excellent behaviour in the following ways:**

We expect children to have high expectations of themselves and that includes when they are not being watched. Our **Caught Being Good tickets** are issued for exactly what it says on the tin, when children are caught being good, in other words when they are making good choices, upholding our values and doing the right thing. The tickets can be issued by any member of staff to any child. The children write their names on and add them to the jars by the staffroom. In assembly each week, we draw out three tickets from each of

the jars and those children win a small prize. This incentivises children to get as many tickets as they can in order to have a bigger chance of being chosen. These are used for children in Years 3-6.

### **Supporting self-regulation:**

When children are finding it challenging to uphold our values or struggling to regulate themselves, we have a number of strategies that are used to support them.

### **Classroom Displays:**

Every classroom has our School Values and British Values prominently displayed so that staff can quickly remind children of our expectations. There is also a Blob Tree to enable regular check-ins with classes, groups or individuals. We believe that the Blob Tree is an effective way to help children to articulate their feelings and therefore support them in managing and regulating those feelings. Classrooms also have a worry monster that children can use to seek help. The emphasis is on finding out why a child is behaving like they are and then solving the root of the problem rather than meaningless punishments which often have very limited and short-term effects. Learning Pits are also displayed in each classroom to support children in developing resilience over time.

**Intervention:** We recognise that not all children find self-regulation easy to manage and may require extra support outside of the curriculum for this. This may be in the form of sensory time, teaching calming, relaxation and de-escalation techniques, developing vocabulary to express emotions and feelings, receiving nurture time to develop strong trusting relationships or developing social skills and turn taking etc.

**Curriculum:** Our PSHE curriculum teaches all children about different feelings and emotions and how to deal with them. It also teaches them acceptance and tolerance of those who may not find this as easy as others.

**Personal Development:** Our wider work on personal development to support behaviour is done through our personal development curriculum and pupil offer. This is predominantly done through assemblies where our school values are regularly revisited and children learn about the rule of law through their work on Modern British Values. Staff carefully model what we expect through all of their interactions with pupils showing mutual respect, understanding and fairness in a calm and controlled manner.

### **Working with parents and recording/tracking behaviour:**

We believe that strong relationships with parents is essential and a powerful tool to help children regulate their behaviour and access support to improve behaviour when it falls short of our expectations. We also believe that recording behaviour can help us to identify patterns and trends which can help us to support regulation and know when extra supervision, support or intervention may be needed. To enable this, we keep records of behaviour and have a clear and consistent protocol as to when parents should be informed and what should be recorded centrally:

## **Minor Incidents:**

For these we use a graduated response approach:

<b>A graduated approach to supporting self-regulation</b>	
<b>Step 1 Reminder</b>	Reminder by an adult linked to school values.
<b>Step 2 Support</b>	<p>Offer of support to self-regulate – most appropriate help to be decided by the adult – time out, move seats, talking to an adult, staying close to an adult so they can be monitored more closely, considering the colour monsters/blob tree, opportunity to use the Worry Monster.</p> <p>The emphasis at this stage must be on the child taking responsibility for their actions and attempting to achieve self-regulation from the support offered.</p>
<b>Step 3 Further support</b>	<p>If step 2 is not successful and the behaviours continue, then a senior member of staff should be called for support.</p> <p>The support should be short and effective in helping the child self-regulate, not a telling off or an ineffective sanction. The type of support should be decided upon by the member of staff and aim to make sure the child misses as little learning/social time as possible and that other children are disrupted/affected as little as possible. This could be supporting the child in class or on the playground to settle and then checking on them regularly. Talking to the child to try to find out why we are seeing this behaviour, reminding them of the values, helping them to practise a skill such as walking in the corridor, or playing nicely without being rough. It must not be sat out of class/break in an office doing work or standing in the corridor for a set period of time.</p> <p>This needs to be recorded briefly on CPOMs by the person who delivered the support.</p>
<b>Step 4 Parental involvement and put on report</b>	<p>If step 3 happens 3 times in a half term, parents to be invited for a meeting to discuss: What we have tried so far What our expectations are What the next step will be – The child will be put on a Level 1 Behaviour Plan which means that the adults teaching them and their parents will fill in a behaviour chart over the course of two weeks using a simple smiley, straight or sad face.</p> <p>This should be recorded on CPOMs by the senior leader who leads the meeting and a record of the meeting recorded on CPOMs and a copy sent home to parents.</p>
<b>Step 5 Formal behaviour plan</b>	<p>If the Level 1 plan does not bring about consistent improvements in behaviour then a Level 2 behaviour plan will be written outlining what we are worried about, what needs to change and how it will change. It will also outline the responsibilities of the child, parent and school.</p>

### Serious Incidents:

Records of serious incidents such as swearing, physical aggression or assault, destruction of school property, bullying or threatening or discriminatory language should be reported to the HT or DHT immediately. These must be logged on CPOMS and the parents contacted the same day, where possible, to be made aware of the incident and a request to meet with the HT or DHT. A record of this meeting and resulting actions will be uploaded to CPOMS. If 3 serious incidents are recorded in a half term a Level 2 Behaviour plan may be considered or the exclusion process may be triggered.

### Continuous serious behaviour:

If three serious incidents are recorded on CPOMS within a half term and behaviour continues to be of an unacceptable standard then an exclusion will be considered. If one single serious incident is deemed serious enough an exclusion may also be considered at the discretion of the HT or DHT.

### The Exclusion Process:

This may be an internal exclusion where the child works in isolation from their classmates for a set period of time and loses privileges such as playtime and any class trips or special activities.

An external exclusion may also be issued where the child is not allowed to come to school for a set number of days. This decision can only be made by the HT or DHT.

### Permanent Exclusion:

This will only happen in the most extreme of circumstances where every other avenue has been explored and multi-agency intervention has failed to support the child and their family in improving behaviour sufficiently so that it is consistently of an acceptable level to allow the child and others to learn.

### The Exclusion Process at a Glance:

Stage 1	Parents informed that 3 serious incidents have been logged on CPOMS or there has been one incident that is serious enough to warrant an exclusion and are invited to meet with the Head teacher and the class teacher. The child is placed on report for a fixed period of time. At the end of each lesson and break they must report to the Head teacher to have their report card checked. They may have to miss all or part of break times. If things do not improve the child will move to stage 2.
Stage 2	At this stage the child will be placed on internal exclusion for a fixed number of days. The parents will be invited to a meeting to inform them of the decision. Internal exclusion means that the child will not be allowed to work with their class and will instead work in isolation in the office under the supervision of the Head teacher or a senior member of staff. The child will have separate playtimes and lunchtimes and will not join in with any class events. If behaviour does not improve at this stage the child will move to stage 3 and external support/advice may be sought. This might include: Referral to the educational psychologist/behaviour support teacher. Completion of an Early Help Assessment with parental permission by the HT. An individual behaviour plan may also be written by the class teacher to support improvement in behaviour and a risk assessment if required.
Stage 3	<b>If none of these sanctions are effective</b> and the child continues to disturb the education of others within the school then the Head teacher will begin a process of a fixed- term exclusion. The parents will receive an exclusion letter and the local education authority will be informed via e-mail. The fixed term exclusion can start at anything up to 5 days and will be for a longer period of time every time it is issued. The length is determined by the Head teacher depending on the severity of the incident (s). After a period of a 5 day fixed-term exclusion, a member of the Governing Body and the Local Authority will be involved in meeting with the child's parents and Head teacher to discuss the next course of action and a permanent managed move to another school or pupil behaviour unit.

## **Restrictive Physical Intervention (RPI)**

In extreme circumstances and as an absolute last resort a child may need to have some RPI to keep themselves, others or school property safe. This must only be done by trained members of staff. If RPI is used this must be logged on CPOMs and on Synergy if the child has an EHCP.

### **Use of Reasonable Force:**

The DFE Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies July 2013, states that:

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **They define reasonable force as:**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **It states that reasonable force can be used at the following times:**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

**At ECPS, reasonable adjustments for disabled children and children with special educational needs (SEN) will be made.**

**Searching and confiscation**

We expect children to leave all toys and other items not conducive to learning at home. A teacher may confiscate an item, keep it safe and then return it to the child at the end of the school day. Items include

- Toys
- Mobile phones – if the mobile phone policy is not adhered to
- Electronic devices such as tablets, hand held consoles
- Sharp items
- Sweets and chewing gum

If an item is dangerous, illegal, harmful to others or themselves, the child's parents or carers will be informed.

Likewise, teachers may search a pupil if they are concerned that a pupil has an item which is dangerous, illegal, harmful or inappropriate to themselves or others. 'Prohibited items' include a knife or weapon, alcohol, illegal drugs or stolen items.

**Harmful sexualised behaviour (HSB)**

This refers to sexual behaviour that is inappropriate for a child's age or development and may cause harm to the child themselves or to others. In a primary school setting, it is important to recognise that some sexual behaviour may be part of normal development, but when it becomes excessive, aggressive, or directed at others without consent, it must be addressed seriously and sensitively. The school is committed to creating a safe and respectful environment for all pupils and will respond promptly to any concerns about HSB. Staff are trained to recognise and respond to such behaviour in line with safeguarding policies, ensuring the wellbeing and protection of all children. Incidents will be managed with care, involving parents and appropriate professionals where necessary.

**Bullying – taken from the Anti-Bullying Policy:**

The school does not tolerate bullying of any kind towards adults or children.

**Definition:**

Bullying is an action taken by an individual or group which hurts another physically or emotionally. It is done intentionally, it is repeated over time and it is unprovoked.

Bullying is often difficult to stop without help, with the victim feeling that they cannot defend him or herself, because of an imbalance of power. Victims of bullying experience fear, pain, anxiety and distress.

It is important for all members of our school community to understand that bullying is not:

An occasional falling out of friends, name-calling, arguing or physical encounter. Bullying is when such a behaviour takes place several times on purpose (STOP). All children fall out or say things when they are upset. This is a natural response and learning how to mend friendships is an important part of growing up and developing social skills. It is important to acknowledge that it is natural for occasional problems of this type to occur and that these are not classed as bullying.

### **EQUALITY ACT 2010:**

In line with the Equality Act 2010 school will deal with, record and report to Governors any one off or ongoing negative comments or slurs based on the following characteristics which are protected by law: age, race, religion or belief, sex, sexual orientation, disability or gender reassignment.

### **TYPES OF BULLYING:**

**Emotional:** being unkind, excluding, tormenting, ridiculing, humiliation.

**Verbal (Direct or indirect):** name-calling, teasing, making threats, spreading malicious stories.

**Physical:** hitting, kicking, pinching, throwing things at someone, taking or hiding someone's belongings.

**Racial:** racial taunts, graffiti, gestures, ridiculing culture or religion.

**Sexual:** unwanted physical contact, or sexually abusive or sexist comments.

**Homophobic, biphobic or transphobic:** because of or focusing on sexual orientation

**Cyber:** using technology to cause offense, e.g. sending offensive text messages or misusing Internet chat rooms.

**Disability-related:** negative remarks, gestures or actions made to someone relating to their disability or special educational need. This is not an exhaustive list.

Please see the separate Anti-Bullying Policy for further guidance.

### **Multi-agency meetings**

Where children reach the level of a fixed-term exclusion it is likely that they fall into the category of having a high-level of need and could be categorised as SEBD. At this point (or before) it might be appropriate to call a multi-agency meeting to discuss alternative strategies that might be used.

The people who may be called to this meeting include:

The head teacher

The class teacher

The SENCO

TA if involved with the child

A member of the relevant external agencies (e.g. C&F worker, children's social care, Ed. Psychologist)

A representative from the Local Authority

Parents/Carers

The outcome of this meeting should be discussed by the Head teacher, with the parent of the child and the child themselves. A review date should also be set.

The above procedures will be successful at managing behaviour with most children but there are of course some children for which these methods will not work.

## **Pupils with Social, Emotional and Behavioural Difficulties (SEBD)**

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the standard procedures used may have little effect upon the child. In these cases different approaches may be necessary and 'personalised' according to the needs of the child.

These adaptations are the responsibility of the class teacher. Options for supporting children who fall into this category could include:

- **Temporary part-time timetables**
- **Involvement in social groups**
- **Support from an individual TA**
- **Adapting the curriculum**
- **Individually adapted reward systems**
- **Mentoring**
- **Giving the child responsibilities**
- **Having lunch at home for an agreed period**
- **Pastoral support**

It is also crucial to remember and understand that for some of these children:

**Friendships and relationships are crucial**  
**A chaotic home life may be being experienced**  
**They may find it difficult to accept praise**  
**Actions are not easily linked with consequence**  
**Feeling 'cornered' may result in extreme reactions**

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