



Easingwold Community Primary School

Relational Behaviour Policy 26/27

'All Behaviour is Communication'

Rationale and Values:

At Easingwold Community Primary School, we believe that academic and personal achievements are maximised when children form strong, positive relationships with staff, each other, and their families. We reject a "one-size-fits-all" approach, choosing instead an adaptable, highly personalised pathway that seeks to understand what makes each child tick.

A central cornerstone of this policy is our commitment to a true partnership with parents and carers. We view parents as expert partners in understanding their child's emotional and behavioral needs, and we work collaboratively to co-produce supportive strategies rather than relying on purely punitive measures.

Our school values guide everything we do:

- **Respect:** We are kind, honest, and polite
- **Resilience:** We work hard and never give up
- **Responsibility:** We keep ourselves and others safe and with each mistake, we own it, fix it, and learn from it

Standards of Behaviour Expected:

We maintain a safe, welcoming environment built upon mutual respect.

Expected behaviors include:

- Maintaining a safe environment for everybody
- Protecting uninterrupted learning
- Demonstrating exemplary manners and moving around school calmly
- Showing zero tolerance for bullying, harassment, abuse, or discrimination
- Admitting mistakes, learning from them, and showing tolerance toward peers who find self-regulation challenging

Positive Reinforcement and Rewards:

Our approach teaches children to be intrinsically motivated to make the right choices. To incentivise positive behaviors, we utilise:

- **Positive Verbal Praise:** Adults catch pupils doing the right thing and provide immediate verbal feedback linked directly to school values. This is our primary way to praise and motivate pupils.
- **Worker of the Week:** Teachers select one pupil per week to receive a certificate in our celebration assembly, with their work proudly displayed in the hall.

- **Golden Letter:** Teachers nominate children who consistently demonstrate school values. These letters are posted home in a special golden envelope, and recipients invite parents to our assembly and select a book from the prize box.
- **Governor Values Award:** Staff nominate children each half term. Governors present a trophy to the winner during assembly, which the child keeps for the half term.

Supporting Self-Regulation and Early Intervention:

When children struggle to regulate, we deploy supportive strategies designed to solve the root problem rather than apply short-term punitive consequences.

- **Classroom Display & Check-ins:** Every classroom prominently displays School and British Values. Staff use the *Blob Tree* and *Worry Monsters* as low-threat, effective tools to help children articulate their feelings and seek help.
- **Curriculum Integration:** Our PSHE curriculum directly teaches children about emotions, coping mechanisms, and the acceptance of others.
- **Targeted Interventions:** For children needing extra help, we offer sensory time, de-escalation techniques, emotional vocabulary development, and structured nurture time to build secure, trusting relationships.

Graduated Response to Minor Incidents:

Minor incidents are low-level behavioral infractions. They do not cross into safeguarding concerns. These include:

- Disrupting learning
- Rough play/fighting (without intent to harm)
- General swearing or inappropriate language
- Minor theft of peer or school property, damage to peer or school property
- Emotional dysregulation or boundary testing

We respond through a collaborative, graduated approach:

If required, Staff will offer immediate choices/support to help the child self-regulate before the following steps take place:

- **Step 1: Values based discussion** – An adult will talk to the child reminding them of our expectations, our school values and expect the child to take full responsibility for their behaviour. This conversation will be done in the child's own time i.e. a break time and the child will be expected to suggest what they need to do to correct their behaviour i.e. write an apology letter, say sorry, miss some privileges etc. The expectation that the child 'owns it, fixes it and learns from it' will be reiterated. The incident will be logged on CPOMs under the minor incident category and parents informed.
- **Step 2: Parental Collaborative Involvement** – If Step 1 occurs three times in a half term, parents are invited to a collaborative meeting with the class teacher and senior member of staff to co-produce a Level 1 Behaviour Plan. This plan utilises a two-week home-school chart to track progress together. A copy is sent home and saved on CPOMS by the teacher.

- **Step 3: Formal Behaviour Plan** – If Level 1 does not yield consistent improvement, a formal Level 2 Behaviour Plan is written collaboratively by the parents, class teacher and senior member of staff. This clearly outlines the shared responsibilities of the child, the school, and the parents to ensure a unified support system. A copy is sent home and saved on CPOMs by the teacher.
- **Step 4: External Agencies/Suspension** - If Level 2 does not yield consistent improvement, advice from an external agency may be considered. If Leaders consider that the continued behaviour seriously harms the education or welfare of themselves or others in the school and/or there are consistent breaches of this policy, suspension may be considered once all other support has been exhausted.

Serious Incidents and Safeguarding:

Serious incidents are ones that threaten the safety, dignity, and wellbeing of any member of the school community. In strict alignment with KCSIE 2026, serious child-on-child abuse and harmful behaviours are defined as:

- **Bullying** - Intentional, unprovoked, and repeated physical or emotional harm over time including; cyberbullying and prejudice-based bullying targeting protected characteristics under the Equality Act 2010.
- **Abuse in intimate personal relationships between children** - Also known as teenage relationship abuse.
- **Physical abuse** - Which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- **Physical assault and harm, or the threat of harm with a weapon.**
- **Harmful sexual behaviour, sexual violence and sexual harassment** – Age-inappropriate, aggressive, or non-consensual sexual actions, including unwanted remarks, jokes, touching, or upskirting/dekegging. This may also include misogyny/misandry.
- **Consensual and non-consensual making or sharing of nudes and seminudes** - This includes those generated using AI and threatening to share, or coercing others into sharing

KCSIE 2026 Safeguarding Guardrail:

- Staff must never downplay child-on-child abuse.
- Do not dismiss it as "banter".
- Do not label it "just growing up".
- Every serious incident must trigger a safeguarding review to ensure pupils and staff are protected, this includes both the victim/s and the perpetrator/s.
- Discipline and safeguarding must run together.

Protocol for Serious Incidents:

1. Serious incidents are reported immediately to the Headteacher or Deputy Headteacher and logged on CPOMS.
2. Parents of both the perpetrators and victims are contacted by a senior leader on the same day to be informed of the incident and to schedule a face-to-face meeting with a senior leader.
3. Senior Leaders and DDSLs consider any safeguarding requirements that are needed to protect those involved, including the perpetrator/s and the whole school community from further harm such as referrals to outside agencies or risk assessments.
4. If three serious incidents occur within a half term, or, if a single incident is severe enough, the exclusion process may be triggered at the discretion of the HT/DHT.

The Exclusion Process:

Exclusion is considered an absolute last resort when a child continues to place themselves or others in danger, or continuously disrupts the education of peers.

- **Stage 1 (On Report):** Parents meet with the HT and class teacher. The child is placed on report for a fixed period, checking in with the HT after lessons and breaks.
- **Stage 2 (Internal Exclusion):** The child is placed on internal exclusion for a fixed number of days, working in isolation in an office under senior supervision with separate playtimes to their peers. Parents are met with immediately. External advice (Educational Psychologist, Early Help Assessment) is sought in partnership with parents.
- **Stage 3 (Fixed-Term External Exclusion):** If interventions fail, a fixed-term exclusion (up to 5 days initially) is issued. The local authority is notified, and an official letter is sent to parents. Following a 5-day exclusion, governors and the local authority will meet with parents to establish the next course of action, which may include a permanent managed move.
- **Permanent Exclusion:** Only occurs in extreme circumstances where multi-agency interventions have failed and safety or learning cannot be guaranteed.

Protecting Staff from Bullying, Harassment, and Abuse:

Guided by the latest DFE non-statutory guidance July 26:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying-and-harassment-of-school-staff/preventing-and-tackling-the-bullying-and-harassment-of-school-staff>

Rationale and Core Principles

We believe every staff member deserves a safe workplace. We foster a culture of mutual respect across our entire community.

- **Zero tolerance:** No intimidation or abuse is tolerated.
- **In-person and online:** Protections cover both digital and physical spaces.
- **Legal framework:** This complies with the Health and Safety at Work Act 1974.
- **Shared responsibility:** Leaders and governors actively champion staff wellbeing.

Protocol for Serious Verbal or Physical Assaults on Staff:

- **Verbal Assaults on Staff:** Includes; targeted swearing, personal insults, or intimidating shouts. The pupil is removed immediately.
- **Physical Assaults on Staff:** Includes; hitting, kicking, biting, or throwing objects at an adult. The pupil is isolated instantly under senior supervision. A full risk assessment is updated before the pupil returns to class. Suspension will be considered a priority route to ensure workplace safety.

Protocol for Incidents Involving Parents or Carers

We view parents as partners but maintain strict professional boundaries:

- **Formal warnings:** Verbal or written warnings are issued for abusive language.
- **Premises barring:** Aggressive individuals face site bans under Section 547.
- **Police intervention:** Criminal behavior or targeted online abuse triggers police contact.

Post-Incident Staff Support

No staff member will navigate the aftermath of abuse alone:

- **Wellbeing access:** Immediate support is made available.
- **Union accompaniment:** Staff may request trade union representation at meetings.
- **Risk assessments:** Risk assessments are updated to prevent future occurrences.

Restrictive Interventions, Seclusion, and Reasonable Force:

This section complies strictly with the DfE statutory guidance: [*Restrictive interventions, including use of reasonable force, in schools*](#).

Our school prioritises a prevention-first culture centered on de-escalation. However, all school staff have the legal power to use reasonable force as an absolute last resort to prevent injury, serious damage to property, a criminal offense, or severe disorder. Force must be strictly lawful, necessary, and proportionate to the minimum required for the shortest time possible.

Prohibited and Unacceptable Practices:

- Force must **never** be used as a punishment.
- Staff must **never** apply techniques that restrict breathing, airway, or circulation (e.g., pressure on the neck, throat, abdomen, nose, or mouth).
- Restraining a pupil on the ground is highly dangerous and prohibited. If a pupil unintentionally ends up on the ground, staff must release holds or transition them to a safe standing/seated position immediately.
- **Seclusion** (confining a pupil alone in a room they are prevented from leaving) **is never used as a disciplinary punishment**. It may only be used as a temporary emergency safety measure under continuous, active adult supervision until immediate risk decreases.

Mandatory Recording and Parent Reporting Duties:

The use of any significant force, restraint, or seclusion carries strict statutory legal duties:

1. **Same-Day Internal Logging:** Any incident involving a restrictive intervention must be formally and comprehensively recorded on CPOMS on the exact day it occurs.
2. **Mandatory Reporting to Parents: Parents/carers must be informed as soon as reasonably practicable, and explicitly on the same day the incident occurs.** Staff will provide a clear, transparent explanation of the context, the de-escalation attempted, and the safeguarding measures enacted.
3. **Co-produced Support Plans:** If a child is identified as being at risk of needing restrictive interventions (particularly children with SEND), the school will co-produce an individual Behaviour Support Plan and Risk Assessment alongside the parents and the pupil to minimise future risks.

Note on Contact: The school does not operate a "no-contact" policy. Normal, supportive physical contact—such as comforting a distressed child, administering first aid, or guiding a pupil safely—remains standard practice.

Searching and Confiscation:

To maintain a safe learning environment, staff can confiscate disruptive or unauthorised items (toys, unauthorised mobile phones, electronic devices, sweets) and return them at the end of the day.

In line with legal frameworks, teachers may search a pupil if they have reasonable grounds to suspect the presence of 'prohibited items' (knives, weapons, alcohol, illegal drugs, or stolen items). If dangerous or illegal items are found, parents will be notified immediately, and the police will be contacted.

Multi-Agency Partnerships and Pupils with SEMH Needs:

For pupils identified with Social, Emotional, and Mental Health (SEMH) needs, standard whole-school protocols may require highly personalised adaptations.

When a child reaches a level of critical need or high-level risk, a multi-agency meeting will be called. This panel brings together the Headteacher, Class Teacher, SENCO, relevant external agencies (e.g., Children's Social Care, Educational Psychologist), and a Local Authority representative.

Most crucially, parents/carers are treated as central members of this multi-agency team. No personalised strategies—such as temporary part-time timetables, adapted curriculum pathways, individual TA support, or specialised home-school reward systems—will be implemented without active, collaborative consultation and co-production with the child's parents.

Policy Reviewed and Updated: July 2026

Next Review Date: July 2027