Astbury St Mary's CE Primary School

Behaviour and Relationships Policy

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1. **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
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Behaviour in Schools: Advice for headteachers and school staff
- School Suspension and Permanent Exclusion

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2. Policy Overview and Vision

"You can't teach children to behave better by making them feel worse. When children feel better they behave better." - Pam Leo

At Astbury St Mary's Primary School, we aim to create an inclusive, supportive, and nurturing environment where every child feels valued and respected. Rooted in Christian values, our approach to behaviour and relationships is guided by the teachings of compassion, forgiveness, and respect to help all children flourish academically, socially, and spiritually. We aim to support every child in building positive relationships and taking responsibility for their behaviour within a loving, Christian community.

3. Key Principles

Our Behaviour and Relationships Policy is based on the following principles:

- **Inclusivity**: Every child, regardless of background, ability, or need, is included, respected, and supported to succeed.
- **Boundaries with Compassion**: Clear and fair boundaries are set to ensure safety and promote mutual respect. Boundaries help children understand expectations and develop self-regulation skills.
- **Calm, Kind, Consistent Behaviour:** We model the calm, kind and consistent behaviours expected from all to guide pupils in their interactions with others.
- **Restorative Practices**: We support children in repairing relationships and understanding the impact of their actions, helping them to grow and learn.
- **Pupil and Parent/Carer Voice**: We value the input of pupils and parents, fostering a culture where all voices are heard and valued.
- **Christian Ethos**: Rooted in Christian values, we foster a culture of respect, kindness, and forgiveness, emphasising the importance of treating each other with dignity and compassion.

At Astbury St Mary's we have three school rules and three core Christian values which are taught explicitly to the children and are referred to daily:

Rules		
Be Ready	**Be Responsible**	**Be Safe**

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Christian Values		
Self-control	**Peace**	**Kindness**
To be able to manage emotions and behaviours effectively and appropriately. To try to always think before acting.	To get along with others without arguing or fighting. To work out conflict peacefully and walk away if needed. To show forgiveness and accept people for who they are.	To be friendly, considerate, and generous, doing good deeds for others without expecting anything in return. To listen, understand and help others.

4. The Role of Christian Ethos in Behaviour & Relationships

Our approach to behaviour and relationships is underpinned by our Christian ethos. We are guided by core values, such as love, self-control, peace and kindness, which are embedded in our daily practises and interactions. We believe in giving children the opportunity to reflect on their actions, seek forgiveness, and work towards reconciliation when relationships are affected. We emphasise the importance of forgiveness and reconciliation, encouraging children to reflect on their actions and seek ways to restore relationships.

5. Creating an Inclusive and Positive School Culture

A positive, inclusive culture is at the heart of our Behaviour and Relationships Policy. We aim to create a school environment that is happy, safe, and conducive to learning. Every member of our Astbury St Mary's family is valued, and we work together to build a culture where kindness, respect, and understanding is evident in every interaction.

The language we use is vital. At Astbury St Mary's we only use the following terms when discussing behaviour:

- Difficult/dangerous/unsocial behaviour
- A child is in crisis, dysregulated or distressed
- A child is attachment seeking not attention seeking
- A child is vulnerable, has unmet needs and/or barriers to learning

Taking a non-judgemental, curious and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying 'unsocial' or 'dangerous' behaviours need to be regarded as vulnerable and we all have a duty to explore this vulnerability and provide appropriate support.

Detailed roles and responsibilities relating to this Behaviour and Relationships Policy can be viewed within Appendix One.

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6. **Building Positive and Trusting Relationships**

Building positive relationships is central to our approach. We believe in creating a culture of respect and trust between staff, pupils, and parents. Staff are expected to engage with empathy and understanding, encouraging pupils to express themselves, take responsibility, and understand their impact on others. By modelling respectful communication and behaviour, we foster a respectful and supportive community grounded in Christian values.

To achieve this, we focus on:

- **Consistent language and routines:** Staff will use consistent language, tone, and routines to create a safe and predictable environment.
- **Recognition over reward:** While we celebrate achievements and positive behaviour, we focus on intrinsic motivation, encouraging children to do the right thing because it feels good and aligns with their values.
- **Emotion coaching approaches:** Staff will help pupils identify and manage their emotions, building resilience and empathy.

At the beginning of each school year, our main focus is building positive relationships with all children - knowing that these relationships are essential to encourage positive behaviour choices. This begins with a robust transition approach which gives children the opportunity to visit their new class and teacher before the summer holiday enabling children and staff to begin to get to know each other. For our new nursery and reception children this will involve transition visits prior to their start date.

The promotion of positive relationships continues every day at Astbury St Mary's and children should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections, listen to children and greet them when they see them.

Use of Praise and Positive Reinforcement

At Astbury St Mary's the use of praise and positive reinforcement of behaviour is the first step to promoting behaviour expectations. Praise may be given publicly and/or privately, depending on the child and situation. Examples of praise and positive reinforcement include:

- Positive praise - flooding the positive behaviour in every classroom, 'catching the children getting it right,' for following our rules and showing our values.
- Positive facial expressions
- Signals, e.g. thumbs up, visual aids if required
- Displays recognising the effort children have put into learning
- Personalised strategies to prevent predictable behaviour
- Sharing positives with parents/carers, e.g. phone call home/at the classroom door
- Sharing positives with other members of staff
- Personalised compliments
- Homework heroes

<u>Effective Adult Modelling</u>

Children learn best from being surrounded by positive role models. Adults in school will always demonstrate consistent, calm adult behaviour. We know that 'children can't be what they can't see,' therefore, all adults at school speak respectfully to each other, to children and about children. Other modelling expectations include:

- Walking in the school building, listening to children when they talk and taking time to teach children social ways to behave, linking this to our rules e.g. "Thank you for holding the door open and showing responsibility."
- Having open conversations about emotions and feelings; modelling appropriately how we are feeling; how it is ok to have a wide range of feelings, and sharing by example how being honest and talking through our experiences is a positive strategy.
- Adults need to forgive and model this forgiveness at all times.
- Conversations about behaviours that are not pro-social will be held privately to avoid humiliation or giving too much 'air time' to anti-social behaviours.

<u>Working in Partnership with Pupils and Parents/Carers</u>

We believe that fostering a culture where all voices are heard is essential. Pupil and parent feedback are actively sought and valued, helping us to refine and improve our approach. We aim to achieve this by:

- Pupil voice: Through class councils, group discussions, and reflective activities, children are encouraged to share their thoughts on school rules, expectations, and their school experience. This empowers them to take an active role in shaping their learning environment.
- Parent engagement: We invite parents to share their views on our behaviour and relationships approach, fostering open communication and a shared responsibility for creating a positive school culture. Regular parent workshops and consultations ensure that parents feel informed and involved in their child's social and emotional development. We hold regular parent/carer meetings and have an open door policy.

We work closely with parents to enable them to engage with school to support their child, as we know that successful joint working between home and school leads to improved outcomes for our children.

Prior to informing parents of any ongoing or significant concerns relating to behaviour, staff will have an initial conversation with the Headteacher and/or Assistant SENDCO. Parents will then be informed of concerns by the class teacher and going forward, an appropriate plan will be devised if needed. We ask families to openly communicate behaviours or events from home so that we can offer support to their child in the most informed and effective way.

We encourage all our parent/carers to work alongside the Cheshire East Local Authority Teams where relevant.

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Transitions

A nurturing approach encourages us to think about transitions in the widest context. Following holiday periods, between school years, moving from class to class and even small transitions between activities in a classroom and from the playground to the classroom are all examples of transitions for young people. When a child has experienced adversity, changes (even between task and space) can trigger feelings of threat and hypervigilance. We are mindful that changes in routine can be difficult for some children and need to be carefully managed with preparation and support.

Forgiveness and Restorative Processes

If children feel safe, happy and respected they are more likely to display social behaviours. They don't always get this right and it is vital that when they do get it wrong they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness.

- During difficult and dangerous behaviours, children need to encounter adults who are calm and consistent who respond in a predictable, consistent, empathetic way. Often providing space and co-regulation strategies are highly effective.

- Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying difficult or dangerous behaviours we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate.

- A child who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place, this may need to be at a later point or even further in the future depending on child and needs.

- A 'change of face' may sometimes be required, by which one adult replaces another as the person leading de-escalation. Alongside this, a different adult distracting a child in order to de-escalate behaviours can also be effective.

- Children who have witnessed behaviours described as difficult, dangerous or anti-social may themselves also be affected or distressed. It is crucial that adults prioritise and ensure children's safety at all times and communicate this to children through their body language, words and actions. When required, adults may need to have conversations with children to support understanding and discuss / unpick certain situations – this can often be highly beneficial in enhancing social skills for all children and used as a powerful tool for learning to take place.

Consistency and Use of Scripts

To promote positive behaviour, children must feel safe. In order to achieve safety, evidence suggests that consistency must be provided:

- By consistency we mean creating a culture and environment where children know that whichever adult they are talking to, the expectations for behaviour are the same and the way their behaviour is managed is the same.
- We achieve consistency by ensuring all staff regularly discuss our approach. Staff may have reminders of this policy through email, briefings or staff meetings.
- New staff are given this policy as part of their induction and this policy is reviewed by staff and LGC annually.
- We know that by having some agreed scripts (See Appendix) that are positively phrased and used by all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same.

7. Celebrating Positive Behaviour

We prioritise recognition over reward, celebrating children who demonstrate love, self-control, peace, kindness by being ready, responsible and safe. Acknowledging these behaviours helps to reinforce a positive school culture which aligns with our Christian ethos.

When children display the school rules or our values they are noticed for doing so and staff respond in the following ways:

> **Thank you for**... *showing kindness to X and helping when he needed a friend.*

> **I noticed**... *X showing responsibility by looking this way with her lips closed when I asked children to stop and listen.*

> **Fantastic effort for**...*persevering with that tricky part of your learning when it would have been easier to give up.*

> **I'm proud of you...** *for being honest about hurting X and then apologising for making the wrong choice.*

> **I liked the way...***you put up your hand when you were ready to speak.*

We also share weekly celebrations within Worship which gives us a platform to celebrate pupils' contributions, fostering a sense of pride and community. We recognise where pupils exemplify our Christian values in their relationships and behaviour towards others.

8. Boundaries and Consequences

Boundaries are essential to creating a safe, structured environment where all pupils understand the expectations. Our approach emphasises understanding, compassion and empathy in the delivery of boundaries and consequences. When boundaries are not followed, we implement appropriate consequences (natural and logical) in line with this policy, always aiming to teach rather than punish.

Routines and Expectations

Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared. We use visual timetables for whole classes to share what the day is going to include. Staff will take part in a weekly mini briefing to share plans for the coming week and discuss any important changes. Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children where appropriate. In order to help children to feel safe, their educational environment needs to be high in both nurture and structure.

Clear and Consistent Boundaries

Staff will remind pupils of boundaries regularly, using visual and verbal cues that are age-appropriate and accessible for all children. Our classroom and school environments are organised to reduce distractions and support positive choices. Boundaries and expectations must be clearly communicated and regularly revisited. When reminding a child of expectations or boundaries, the child must be regulated.

Consequences with Empathy

Any required consequences will always be natural and/or logical and must be applied with empathy regardless of the reason for the consequence. Consequences must be planned with a focus on helping pupils understand the impact of their actions and make better choices in the future. Prior to any consequence, we follow the 'Regulate, Relate, Reason' method. We avoid punitive measures that may damage relationships, opting instead for restorative conversations and actions:

- Reflection time: Pupils may be given time to reflect on their actions, considering how they could have acted differently.
- Restorative conversations: We use restorative practices to support pupils in repairing relationships and understanding their impact on others.
- Targeted support to ensure inclusion for all: For children with unmet and/or additional needs, we adapt our responses to ensure they are fair, appropriate, and supportive of the child's unique circumstances. In certain situations, children may receive a nurture support plan (See Appendix) in which more personalised approaches can be identified – this would always be created in consultation with the Headteacher, Assistant SENDCo, parents/carers and child.
- Natural and logical: We use consequences which are natural and logical. For example, if a child throws books, once regulated they will be expected to pick the books up. If a child hurts another child, once regulated they will be supported to restore the relationship by giving a developmental / age-appropriate form of an apology.

Through protective and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes (See Appendix Two).

If a child is displaying a difficult behaviour (behaviour which is anti-social, but not dangerous). In this situation, any of these strategies can be used:

- Ask the child if they are ok. If they are not, then you can find out what is wrong (if they are able to tell you) and provide appropriate support.

- Reminder – this is quiet and clear redirecting the child to the agreed boundaries and ensuring 'take up' time.

- Quick scripts are used by staff to ensure that they can deal with difficult situations calmly and consistently without showing emotion. These are used to bring children back on task as quickly as possible. See Appendix Three for scripting guidance.

Restorative Practices

We understand that every child will need time to reflect, repair and restore. It is important that after an incident there is time to 'Regulate, Relate, Reason'. As soon as possible after an incident, if all parties are emotionally ready, it is essential to first rebuild the relationship (show/reassure that your feelings towards the child haven't changed) and then talk with a child to safeguard their emotional wellbeing and help them reflect and progress. The purpose of Regulate, Relate, Reason is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions during the reasoning stage can be used to guide the discussion.

- What happened?
- How were you thinking / feeling and how did it make others think and feel?
- Who has been affected and how?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time

Supportive Interventions

We use a range of tools at Astbury St Mary's to support children who regularly display anti-social behaviours. These can be used as soon as there is a concern to guide next steps:

- Iceberg model- this analysis helps to consider what un-met need might be driving the behaviour.
- SENDCO to observe and support to allow professional discussion to offer support and early intervention.
- Meetings between all the adults involved with the child to ensure a planned and consistent approach to support.
- ELSA support provided by the SENDCO.
- Leaders provide time in weekly briefings / staff meetings to support staff.
- Zones of Regulation
- Emotion Coaching

- Sensory / safe spaces
- Sensory Circuits

9. Exclusion

If a child continually and seriously violates the rules resulting in dangerous behaviour, showing no signs of change and all supportive measures have been tried without success, the Headteacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead, they carry out their educational consequences and learning activities away from their classroom with a familiar adult. In extreme situations, the Headteacher may decide, after consultation with the Chair of Governors and CDAT, that fixed term or permanent exclusion is appropriate. Please refer to the CDAT Exclusion Policy for further information.

Following any incident that leads to exclusion, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach.

10. Communicating and Recording Incidents

We record incidents using an online tool called CPOMS. Any physical incident, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS with a clear consequence for the behaviour. All persistent unsocial and antisocial behaviour is also recorded.

The write up of incidents will include the antecedent (A), what the primary behaviour was (B) and how it was supported, the secondary behaviour (B) and how it was supported. The consequence will then be recorded (C).

CPOMs are checked daily by the Headteacher and actioned accordingly.

11. Supporting Staff Wellbeing, CPD and Training

Staff play a central role in shaping behaviour and relationships, and their wellbeing is a priority. We provide ongoing training and support for staff, equipping them with the skills to handle challenging situations calmly and consistently. Training on inclusive practices, managing behaviour, and supporting pupils on the inclusion register is provided regularly, aligned with our school's Christian ethos and research-informed principles.

12. Supporting Vulnerable Groups

To ensure effective inclusion for all, children identified as being within the following vulnerable groups will have a nurture support plan in place if required (See Appendix).

Children in care/children who have experienced adverse childhood experiences (ACEs)

For children with ACEs, exclusion is always experienced as something negative, and can be a painful reminder of their earlier life experiences. Exclusion does not just place a boundary around certain behaviours to signal that they are not acceptable. It is ultimately perceived/experienced by the individual as punishment for their behaviour.

We will make every effort to avoid excluding these children in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. With children in care, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.

Children requiring Inclusion Support and those with an EHCP

We have high expectations of all pupils to follow the school rules. However, this will be more difficult for some children at certain times. Children with an identified area of SEND, particularly under the category of SEMH, may require personalised support and intervention. The needs of children are met through reasonable adjustments.

Sexual Violence/Harassment, Discrimination, Racial, Gender Abuse or Bullying

In the event of an incident which involves sexual violence or sexual harassment, discrimination, racial or gender abuse or bullying we will follow policy to apply the right consequence for this serious behaviour. Please see the Anti- Bullying Policy for more details.

13. Links to Other Policies

The following policies may be read in conjunction with this Behaviour & Relationships Policy:

- CDAT Statement of Behaviour Principles
- CDAT Equality Policy and Trust Equality Objectives
- CDAT SEND Statement
- SEND Information Report and Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- CDAT Exclusion Policy

14. Evaluation and Review

This policy is reviewed annually in consultation with pupils, parents, staff and LGC. By working together, we ensure our approach remains inclusive, effective, and aligned with our vision for a school where everyone in our Astbury St Mary's family feels valued and supported.

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Appendix One

Roles & Responsibilities

Local Governing Committee

The LGC has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where Christian values, calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Trust and School's Complaints Procedures Policy.
- Ensuring the policy is published on the school website.

Headteacher

The headteacher is responsible for:

- The day-to-day implementation of this policy.
- The monitoring and implementation of this policy and of the behaviour and relational procedures at the school.
- Establishing the standard of behaviour expected by pupils at the school.
- Being a visible presence around the school, setting the expectations of behaviour and supporting all staff in achieving these.
- Determining the school rules and any consequences for not following these.
- Regularly celebrating staff and children whose efforts go above and beyond expectations.
- Encouraging positive praise through emails, phone calls, postcards, certificates.
- Use behaviour data (CPOMS) to target and assess interventions.
- Supporting teachers in providing reasonable adjustments and appropriate provision for children with complex needs or who frequently display anti-social or dangerous behaviours.
- Considering whether a pupil should be internally or externally excluded in line with the school's policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any issues that could be leading to behavioural needs.

Teaching Staff

Teaching staff are responsible for:

- Planning and reviewing support for pupils with identified needs in collaboration with parents, Senior Leadership Team, including the SENCO and the pupil.
- Ensuring pupils are able to access the full curriculum.

- Planning lessons which ensure that there are no barriers to every pupil achieving their full potential.
- Being responsible and accountable for the progress and development of the pupils in their class.

All Staff

All members of staff are responsible for:

- All members of staff, including teaching and support staff, and volunteers are responsible for:
- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Deliberately and persistently catching pupils doing the right thing and praise them for this.
- Promoting a supportive and high-quality learning environment.
- Knowing their classes and children well and developing positive relationships with all pupils
- Being aware of the needs, outcomes sought, and support provided to any pupils who are in receipt of a nurture support plan.
- Modelling high levels of behaviour.
- Relentlessly work to build mutual respect.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion
- Recording incidents as soon as possible onto CPOMS in accordance with this policy.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:- Headteacher; Assistant SENDCO; CDAT School Improvement Team.

Parents/Carers

Parents and carers are responsible for:

- Working collaboratively with school to ensure pupils receive consistent messages about how to behave at home and at school.
- The school vision and school rules are explained in the school prospectus and on the website and the school expect parents/carers to read these and support them. Parents/ carers of all pupils who are new to the school sign our home/school agreement which details what each party in the child's education may expect from the other.
- Parents are expected to support their child's learning and to co-operate with the school, as set out in the homeschool agreement. The school endeavours to build a supportive dialogue between the home and the school and will inform parents if the school has concerns about their child's welfare or behaviour.
- Parents/ carers should inform the school of any changes in circumstances which may affect their child's behaviour.
- Ensure their child's regular and punctual attendance at school.

- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, a formal complaint process can be implemented.

Appendix Two

Educational and Protective Consequences

Antisocial Behaviours	Educational Consequence / Protective Consequence
Aggressive shouting/calling out disruptively Continued interruptions	Social story Comic strip conversation Conversation and exploration Rehearsing and practising Adapted learning space
Swearing Answering back, mimicking	Conversation and exploration Comic strip conversation Additional strategies provided Change of environment
Name calling	Conversation and exploration Comic strip conversations Teaching about empathy Apology / repair Differentiated teaching space Change of environment
Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment	Conversation and explorations Comic strip conversation Additional strategies provided School rules project – what is kindness and respect? Change of environment
Damage to property/pushing over furniture	Assist in repairs Potential payment for damage/replacement Change of environment – if moving is appropriate
Stealing	Research the real world implications Change of environment – if moving is appropriate
Physical or verbal bullying Physical aggression	Impact to those affected through a comic strip conversation Restorative conversations – reflect, repair, restore Research the real world implications Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space

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Appendix Three

Scripting

A 30 second script may start with:

- I noticed you are...

- It was the rule about being ready that you didn't follow when talking while I was...

- Do you remember last week when you did such a great job at...

- I was wondering if you were ok

- I noticed you were struggling to ......

- Safe is one of our rules, so you need to....

- What do you need right now to help you with your learning?

- How can I help now?

- Thank you for listening.