

# SHUSTOKE C.E. PRIMARY SCHOOL

## RELATIONAL BEHAVIOUR POLICY.

Revised February 2024



### **Statement of Purpose of our Relational Behaviour Policy**

We believe that a calm, purposeful atmosphere, where pupils and adults alike feel valued, safe and secure helps lay a strong foundation for the school's core purpose of teaching and learning. This policy outlines how we seek to create such an environment.

At Shustoke C of E Primary School we seek to support the development and flourishing of all our pupils, academically, emotionally, socially and spiritually.

Our common, shared purpose at our school is to provide all our pupils with opportunities to help them fulfil their potential. We want our pupils to develop into thoughtful, respectful, honest and socially competent individuals who are proud to be members of the school community and indeed the wider community in which they live.

Clearly, as a school, academic achievement is a fundamental part of this. However, we see fulfilment of potential in its broadest terms - social, emotional, spiritual and physical development – and endeavour to provide many opportunities to support this.

Integral to this is the creation of a safe, positive environment in which all pupils are able to make the most of the learning opportunities offered to them – and that all staff are able to fulfil their roles in facilitating these. This in turn requires ensuring that there are appropriate standards of behaviour.

Developing and sustaining positive relationships is recognised to be a key component to the creation of this safe, positive environment. This includes relationships between everyone - staff-pupil, pupil-pupil, staff-staff, staff-parents/carer

At Shustoke C of E Primary School we believe that young people respond and learn best when the emphasis is upon encouragement and positive reinforcement. We therefore place a strong emphasis upon positively reinforcing appropriate behaviour. This ensures that recognition is given to pupils when they are following and indeed exceeding expectations. When behaviour is discussed with pupils, it is within a framework of rights and responsibilities, and the importance of relationships. In this way, we hope to help pupils develop an intrinsic motivation for their behavioural choices, rather than 'behaving' from fear of sanctions.

*“...every child deserves a champion - an adult who will never give up on them”  
(Rita Pierson)*

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The school support system underpins the school approach stated in our aims below. It is vital staff have a shared and consistent approach – through staff meetings, informal meetings where mutually supportive actions are shared and developed. This policy is produced in consultation with Staff, Pupils and Governors and in line with the latest DFE Guidance and LA Guidance.

At Shustoke C.E. Primary School, we believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We endeavour to create a caring, learning environment in the school by:

- ↳ Promoting good behaviour and discipline
- ↳ Reflecting the Christian ethos of the school
- ↳ Fostering personal autonomy, encouraging independence, self-reliance and responsibility for actions
- ↳ Promoting the ability to make good choices in relation to relationships and the environment
- ↳ Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ↳ Ensuring fairness of treatment for all
- ↳ Encouraging consistency of response to both positive and negative behaviour
- ↳ Promoting early intervention
- ↳ Providing a safe environment free from disruption, violence, bullying and any form of harassment
- ↳ Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school policy and associated procedures

Restorative approaches are based on four key features:

- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions •
- REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

The following School Rules were compiled by the School Council from ideas generated by all classes.

School Rules:

- ☺ We are respectful towards others and their property
- ☺ We are polite and use kind words
- ☺ We are gentle and helpful
- ☺ We are honest and fair
- ☺ We listen and work hard
- ☺ We work as a team with others
- ☺ We make healthy and safe choices
- ☺ We care for the environment and the community

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**School Values:**

- ☺ Respect
- ☺ Courtesy
- ☺ Honesty
- ☺ Caring
- ☺ Equality
- ☺ Forgiveness

**Procedures**

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

***Emphasis should always be put on positive behaviour, independence, self-reliance and responsibility for others.***

- Greet/ acknowledge each child – whether first thing in the morning or during the course of the day – do not underestimate the power of a smile!
- Reasoning, calmness and requesting are all first responses, reflecting wherever possible, mutual respect and courtesy.
- Confrontation should be avoided. Everybody, adult and child, needs the opportunity to find their own way out of a difficult situation.
- In an extreme situation, staff should not be afraid to ask for help from colleagues. Very often a short, calm break can resolve the situation.
- All the mentioned routines and responses are for the whole school day. A consistent approach by adults is the expected routine.
- Staff are to be aware of children's presence on the school site before the official starting of supervision at 8.30am.
- It is important that **all** staff in school are constantly aware of the behaviour of children in public areas of the school e.g. cloakrooms, toilets, etc. This should ensure a consistent response to behaviour and consistent expectations from **all staff**. Staff should encourage children not to loiter in corridors, toilet areas etc. Children should not be in school without supervision.
- Requirements for supervising playtimes etc., will be reviewed on a regular basis and changes communicated.
- There should be a **consistent approach** from all staff on acceptable behaviour which is governed by safety, politeness and consideration for others; and a consistency of response.
- Celebration Assembly should continue to reinforce positive school values.
- Use of stickers and class reward systems inform parents when a child is doing well.
- Collective Worship themes are to support school values and link with the Jigsaw PSHE/SMSC programme.
- Staff must refer to Physical Intervention Guidelines (LEA 1998) for guidance.
- All staff were trained in Safer Handling a nationally accredited system in June 2018.
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**Behaviour Management Guidelines**



**Rewards**

It is recognised that to maintain good standards of behaviour great emphasis needs to be placed on acknowledgement and recognition of effort, improvement and achievement including rewards. Pupils will achieve more, be better motivated and better behaved when their successes are commended and their potential emphasised.

**Individual rewards**

- Verbal or written praise.
- Children are awarded stickers for effort in work and behaviour.
- A recognition board ...
- Teachers often with the help of pupils choose someone who has tried hard to be awarded the “Star of the Day.”
- Best Effort Cards are given out in Celebration Assembly\*, these relate to the Value of the Week.
- Courtesy Cards are awarded in Celebration Assembly\*.
- 100% attendance stickers to be given at the end of each term, 100% attendance certificate given at the end of each term and the end of each year.
- Pupils sent to other Staff/Headteacher for praise.
- Given roles of responsibility within class, and around school (all children in every class are given some sort of responsibility).
- Rewards given for effort or achievement e.g. spellings, mental maths reading e.g. Numeracy Passport.

\*Celebration Assemblies are currently taking place in classrooms – classes to invite the Headteacher to join (socially distanced)

**Phase/ House Team Achievement Assemblies**

- Termly certificates for success either in knowledge skills and understanding across the curriculum or personal attributes – to be awarded as appropriate in a Phases Assembly to

|   |
|---|
| Fantastic Piece of Work   |
| Most improved pupil.  |
| Artist of the Term  |
| Sports Personality of the Term  |
| Kind and Thoughtful Individual.   |
| A wonderful member of the Class (pupil nominated and chosen for the reason given) |
| Star of the Term  |

**Whole Class Rewards**

- Each class works together to be awarded an agreed reward. These are negotiated within each class through Class Councils and should be weighted.

**Examples of whole class rewards:**

- 5 minutes extra play
- 15 minutes “Golden time” (this should involve a choice of set activities, not simply free time)
- Extra lesson of the choice e.g. ART, PE, ICT (must be a structured activity)

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### House Points

- Each Team should elect a House Captain and Vice-Captain who will be responsible for supporting staff with organisation, encouraging team members and collecting the trophy during Celebration Assembly.
- House Teams Points to be awarded for effort and for good behaviour e.g. children following instructions at the beginning of the day, the beginning of lessons, settling down quickly for lessons, packing up sensibly, getting changed for P.E. sensibly, demonstrating excellent manners.
- At the end of the week, a House Trophy will be awarded to the team with the most points. This House Team will have access to the play equipment on Friday lunchtimes.
- The cumulative total of house points will result in a half termly/termly reward e.g. extra playtime, to be negotiated with the children annually by staff leading each team.
- Individual rewards e.g. DOJOs should translate to House Points and contribute to each team's total.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approach and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low-level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests. The approach will contrast with a more traditional "blame culture" approach as follows:

| Traditional                |   | Restorative   |  |
|----------------------------|---|---|--|
| What's happened?           | → | What's happened?  | What do you think happened?  |
| Who's to blame?            | → | Who has been hurt and in what way?  | How did you feel?<br>What were you thinking?<br>How do you feel now?<br>What are you thinking now?<br>Who has been affected? |
| How should we punish them? | → | What needs to happen to put things right and ensure this never happens again? | What needs to happen now to fix this?  |

If incidents are sustained or reoccur, a restorative conversation may need to take place with all the affected people. Actions to repair and restore will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved.

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## Sanctions/ Consequences

***Relationships are key to influencing and managing pupil behaviour.***

Relationships with individual children are key here as if the child is seeking attention, ignoring the behaviour and addressing it privately at the end of the session might be more effective.

Knowledge of triggers for individuals helps adults deflect and cajole to avoid conflict and escalation of behaviour issues.

Similarly, knowledge of the children's home circumstances and potential ACEs (Adverse Childhood Experiences) will influence the response required. E.g. *if a child is unable to complete homework at home due to conditions beyond their control, what can be offered to enable them to do so in school and avoid the potential stress and conflict associated with non-completion of homework?*

Preventative measures need to be in place in each classroom to avoid behaviour escalating. These may include:

- Reviewing seating arrangements and positioning of individuals within the classroom.
- Ensuring resources match tasks and promote independence and self/peer support if necessary
- Adapting the environment to accommodate SEND or SEMH e.g. visual timetables, electronic spell checkers, coloured paper etc.
- Having a space within the classroom that a child may use for "time out" to self regulate.
- Praising the children who **are** following instructions (particularly those in close proximity).
- If there is a job share in place, ensuring consistence of teaching strategies, expectations and procedures.

Before deploying a sanction/ consequence, restorative measures should be taken to enable children to enable undesirable behaviour to be rectified quickly and peacefully.

An important part of the behaviour policy is the **consistent** use of sanctions. The children need to know that these will be reliably adhered to, if they choose to disregard the school behaviour code. ***Please note the whole school or class will not be given a sanction when it is the minority causing problems.***

Praise publicly and sanction privately.

The escalation procedure is:

- Teaching Assistant (or Mid-day Supervisor if the incident occurs at lunchtime)
- Class Teacher
- SLT: Emma Davison (R & KS1), Tracey Preece (KS2),
- SLT: Laura Evans ,Naomi Thomas and Catherine Brown (currently on Maternity Leave) will deputise/ support either of the Phase Leaders or other staff as appropriate
- Headteacher

The **Headteacher** can also decide to **exclude a pupil for a fixed period or to permanently exclude** them. At this school we follow the LA Guidance in relation to exclusion. Exclusion would always be as a last resort or in response to an incident of extreme behaviour.

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### Searching Pupils

In accordance with DfE guidance *Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies* –

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Search%20screening%20and%20confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Search%20screening%20and%20confiscation.pdf) school staff can search a pupil for any item if the pupil agrees.

The headteacher and any member of staff authorised by the headteacher also has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have one or more of the following prohibited items in their possession: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; indecent images of children; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to or damage to the property of any person (including the pupil).

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

In the event that a member of staff suspects that a confiscated device contains indecent images of children, they will pass the device to the DSL and will not examine the device themselves. The DSL will take advice from the Police and/or the Integrated Front Door (MASH) before examining the device.

### Use of Reasonable Force

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All were trained in Safer Handling in June 2021. We would use physical intervention only when the child is endangering themselves, another person or the environment.

**Keeping Children Safe in Education 2021** highlights that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve 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 the classroom.

**The school operates in accordance with Warwickshire County Council’s Guidance on the Use of Force and Physical Intervention, which highlights that staff should deploy every possible strategy to prevent the need for physical intervention.**

This can be accessed in Warwickshire’s inter-agency safeguarding procedures at

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>.

Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with children; using non-threatening verbal and body language; helping children to recognise their own ‘triggers’ and ‘early warning signs’, and distracting or helping children to see a positive way out of a difficult situation.

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However, the school supports staff to intervene physically and to use reasonable force when all of those strategies are unsuccessful in calming a situation; and a risk of physical harm to other children, adults or the child her/himself, serious damage to property or serious disruption to the school remains. Staff should always be able to demonstrate that any such intervention is reasonable, proportionate and necessary in the circumstances, is used for the shortest possible period of time, deploys the minimum force that is necessary and is never used as a sanction.

## Unacceptable Behaviour

Behaviours that are inconsistent with the school rules have been divided into two levels of seriousness.

- Low Level
- Severe Level  
(See appendix 1)

## Sanctions/ Consequences for these levels are as follows:

At each of the levels, children should be given the opportunity to restore/repair so that a resolution is reached as swiftly as possible. It is important to remember that some children won't know how to restore and repair, they may need some guidance. It is the consistency of approach repeatedly across the school that will embed this for a child.

Restorative Behaviour Management strategies in the classroom include:

- ☺ Speaking to the child privately and at eye level
- ☺ Listen to the child
- ☺ Acknowledgement of good behaviour choices in the past and what we know they can achieve
- ☺ Carefully re-explain the task or instruction
- ☺ Use positive reinforcement to get them back on track
- ☺ Remind child of the rules of the class
- ☺ Provide clear verbal explanation of choices and consequences of choices
- ☺ Help the child to recognise how they can restore/rectify the situation
- ☺ Give the child time and space to rectify/restore
- ☺ Allow time out
- ☺ Request that the child move elsewhere

We acknowledge that it isn't always possible or desirable to have a one-to-one conversation with a child during a lesson – in which case, speak to the child at the end of the session or seek support from an additional adult depending on the nature of the issue.

If staff are using the escalation procedure – ensure that the incident has been adequately investigated. Senior staff should be able to expect that all staff members have listened fairly to both sides of an issue and are clear as to why further intervention from SLT is being sought.

### Low level

1. Non-verbal communication
2. Verbal – e.g. reminder of the rule broken preferably privately.
3. If behaviour persists and is preventing others from learning, the child should be sent to the next door classroom (whichever is appropriate) for a maximum of 10 minutes.

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4. If behaviour persists, the child should miss five minutes of play, or an appropriate period of the lunchtime break, detained by the class teacher.
5. If following steps 1-4, this low level behaviour persists, the child should be sent to the relevant SLT member Emma Davison (EYFS and KS1), Tracey Preece (KS2) (Catherine Brown in either of their absence)

Persistent low level behaviour should trigger a telephone call home to parents, initially from the class teacher. Parents will be invited to see the class teacher about any concerns.

## Severe level

It is important that a sanction is put in place if a severe level incident has occurred. Nevertheless, it is essential that both sides of a situation have been listened to and investigated fairly and thoroughly. It should be explicit to the child displaying this unacceptable behaviour and any victim of the behaviour that the incident has been taken seriously and that there has been a consequence for poor behaviour.

If a severe level of behaviour occurs, sanctions include the child being sent to a senior member of staff. Class teachers should make every effort possible to inform the parents of the children involved in the incident **that day**, or if that is impossible, the following morning. Parents will be telephoned by the class teacher, or senior member of staff as appropriate. A record must be kept of all incidents of severe behaviour in the yellow incident books. This will also apply to persistent but disruptive low level behaviour.

Following a severe incident or repeated, disruptive low level behaviour, the class teacher should make a follow up appointment with the child's parents to review any improvement in behaviour. Support from a senior member of staff can be sought.

The school works positively with parents and external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. This may be through the Early Help process or through SEND support.

If there is no improvement in the child's behaviour, then the Headteacher will manage the escalation of support and sanctions including exclusion. Exclusion will be considered by the Headteacher and Governing Body, if, all ways of managing the behaviour have been unsuccessful, following SEND and LA Guidance and if that behaviour presents a health and safety risk to the child and other people in school.

## **Behaviour at playtime and lunchtime**

Less structured parts of the day can be times of anxiety for some children. Some will take any opportunity to remain indoors. It may be that a child needs support to enter the playground or engage in a game with other children. It is vital that adults consider why a child may display certain behaviours and show compassion and understanding when interacting with the children including when applying sanctions.

Relationships are paramount when managing behaviour at these times. Children may choose these times to disclose a worry or concern to an adult, and it may be the only time a child feels able to "chat" informally to an adult. Therefore, children need to feel safe to approach adults on duty.

Children whose self-esteem is low will be reassured by the consistent practice of adults who smile and maintain a calm, professional demeanour that is dependable every day.

**Playground Rules were developed by the School Council using ideas suggested by each Class Council.**

### **Playground Rules**

- ☺ We play together sensibly

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- ☺ We take care of property
- ☺ We take turns
- ☺ We include other people in our games
- ☺ We only speak to other children and adults we know
- ☺ We are respectful
- ☺ We help others

\*Class teachers must act upon reported incidents and support members of staff on duty. Class teachers should make **every effort possible** to inform the parents of the children involved in the incident that day, or if that is impossible, the following morning.

### Lunchtime Supervision

As a whole school we recognise and value the important part that Midday Supervisors play in our whole school Relational Behaviour Policy and offer the following guidance.

Midday Supervisors set the tone for the lunch time period. Positive relationships should be fostered through the kind, calm and fair demeanour of staff. The children have spent all morning concentrating hard and often working independently. Lunchtime offers opportunities for personal and social development – and ultimately for them to have fun!

School policy is to pre-empt and eliminate possible triggers for behaviour incidents and where they occur to take a restorative approach that focusses on putting things right.

The aim is for all conflicts to be resolved peacefully. Adults should always speak calmly to the children and model appropriate phrases and vocabulary. Both sides of any dispute will be listened to.

#### **If a staff member is also a school parent:**

- If the child of a member of staff is involved in an incident – it should be referred to a different staff member.
- Staff should not deal with incidents involving the class in which their child is part.
- Similarly, staff should avoid situations which may be interpreted as favouritism towards their own child or their friends.
- Staff should not deal with incidents involving children with whom they have a relationship outside school (positive or negative) – links and relationships should be reported to Julie Griffin or Christine Clough as senior members of staff.

### Rewards

A good start to the lunchtime is the greeting/ acknowledgement of children, smiling and using a child's name or asking a question / making a positive observation can impact on their self-worth and hence influence the type of lunchtime they will have.

A conversation or game with an adult is a wonderful reward for a child.

Lunchtime supervisors reward children with stickers for specific good behaviour and **through the House Point system.**

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Noticeably good behaviour including courtesy should be communicated to class teachers so that the team ethos is reinforced.

A child displaying good behaviour including courtesy can be nominated for a reward during Celebration Assembly. This should be communicated to the class teacher by Thursday.

Children are also rewarded through the giving of responsibility and jobs.

Rotas are in place for specific play equipment including the Trim Trail and Tyre Park. A risk assessment will be conducted by Mrs Waterstreet the caretaker on a daily basis during The Summer Term and Autumn 1 when the field is accessible to children.

### Unacceptable behaviour at playtime and lunchtime



Before deploying a sanction, restorative measures should be taken to enable undesirable behaviour to be rectified quickly and peacefully.

Preventative measures need to be in place to avoid behaviour escalating and foster good child-adult relationships. These may include:

- ☺ Supporting children with particular needs when dining;
- ☺ Supporting children to engage in games with others;
- ☺ Giving children responsibilities;
- ☺ Starting a game with a child;
- ☺ Walking around the playground with a child, engaging in conversation;
- ☺ Praising the children who **are** following instructions (particularly those in close proximity);
- ☺ Noticing and supporting children sitting on the friendship bench or not playing with others;
- ☺ Seeking the support of playground leaders.

In the event of a lunchtime incident, mid-day supervisors will speak to the children to investigate and discuss the incident, recording it in the yellow incident book where appropriate. The emphasis, as with all incidents is to investigate them thoroughly and fairly and to deal with things calmly.

Restorative strategies for the playground include:

- ☺ Speaking to the child privately and at eye level (see 30 second script)
- ☺ Listen to the child
- ☺ Acknowledgement of good behaviour choices in the past and what we know they can achieve
- ☺ Carefully re-explain the instruction/ expectation
- ☺ Use positive reinforcement to get them back on track
- ☺ Remind child of the rules of the playground and why they are so
- ☺ Provide clear verbal explanation of choices and consequences of choices
- ☺ Help the child to recognise how they can restore/rectify the situation
- ☺ Give the child time and space to rectify/restore
- ☺ Allow time out
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- Low level – dealt with in the playground by member of staff on duty. Class teachers to be informed if necessary\*. Incidents recorded in the yellow Class Incident Book.
- Severe – child sent to Mrs Preece, Deputy Head (KS2) Mrs. Davison, Assistant Head (KS1) or Mrs Brown (EYFS) who may in turn seek support from the Headteacher or another SLT member as appropriate.

There may be times when an incident is of the severity that it needs to be referred directly to the Headteacher.

If a child chooses to display a severe level of unacceptable behaviour, they will be referred to the class teacher or appropriate member of the SLT.

Depending on the level of severity sanctions are:

- Child to stay beside the adult on duty for 10 minutes.
- Child sent to 'Time Out' area for a 5-10 minute cooling off period.
- Child is brought into school to miss part of their free time if necessary e.g. if another child is hurt or if it is appropriate to move the child/ children away from where the incident has occurred to be spoken to calmly inside the building. In this case the Teaching Assistant on First Aid duty and Class teacher informed or, for more severe incidents a member of the SLT as necessary. The child will complete an Incident Record Sheet which details:
  - ☺ What has happened;
  - ☺ Which of the rules have been broken;
  - ☺ How this can be put right/ how another incident like this can be avoided in the future.
  - ☺ Children may also be required to make a verbal apology or write a letter of apology if appropriate.
  - ☺ Inappropriate behaviour is written in the lunchtime yellow incident book as necessary.
  - ☺ Class teachers should make every effort possible to inform the parents of the children involved in the incident that day, or if that is impossible, the following morning.
  - ☺ If inappropriate lunchtime behaviour persists, parents to be informed by telephone or by letter and parents will be invited into school to discuss their child's behaviour in more depth.

If a name appears in the Lunchtime Incident Book/ three times in one week, with the agreement of the class teacher, the child is referred to the Deputy Head or Assistant Head- persistent low level behaviour will prompt a telephone call to parents. The Deputy HT or Assistant HT may refer this to the Headteacher

Classteachers and SLT members will support the Lunchtime Supervisors or other member of staff on duty by following up on incidents and reminding children who have been involved of the playground rules before the next playtime.

### PARENTAL INVOLVEMENT

- ☺ Positive Relationships and Communication with parents are a vital aspect of good behaviour management. Staff should take every opportunity to discuss and reinforce the School's ethos/values when meeting with parents at:
  - ☺ Parent Consultation meetings.
  - ☺ Reception Family Mornings and the Induction Programme emphasises how the individual copes with new situations, etc.
  - ☺ Individual Parent Consultations where honesty from both sides is to be encouraged and expected.

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- ☺ Open door policy by the school is stated in the School Prospectus, web site correspondence and workshops, etc.
- ☺ Use of reading diaries for positive feedback only. A home-school chatterbox book/ may be used.
- ☺ Parents to be informed at an early stage if there is deemed to be a problem arising from the pupil's behaviour. This will usually involve a telephone call home to discuss an incident that has taken place that day. The appropriate SLT member is always to be informed and the yellow Class Incident Book used. The Headteacher should be informed of more serious incidents.
- ☺ Written school report invites parental response.
- ☺ **Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school or local authority** may issue a penalty.
- ☺ Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the **school or local authority** may ask them to sign a parenting contract, may issue a penalty or the **local authority** may prosecute them.
- ☺ **Parents** are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school or local authority** applies for one.

## ☺ **MONITORING**

- ☺ Class teachers should monitor their entries in their yellow Class Incident Books and make members of the Senior Leadership Team aware of repeated entries e.g. 3 times within a week.
- ☺ The Headteacher will monitor the yellow Class Incident Books to maintain an overview and take appropriate action where necessary.
- ☺ An Incident Book is to be completed by lunchtime supervisors. The Headteacher must be informed if a child's behaviour repeatedly causes concern. Class teachers should be informed whenever an entry is made.
- ☺ Incident forms completed by children are kept in a central file and monitored by the Headteacher at least half termly.
- ☺ Teaching Assistants and Midday Supervisors should report incidents of undesirable behaviour to the relevant class teacher.
- Whole school staff meetings when behaviour issues are discussed, at least annually and more frequently if necessary.
- Any difficult situations are to be monitored and these will be recorded in the Special Needs Register as will any planned behaviour programmes and Individual Behaviour Plans (IBP).
- Where appropriate the Early Help process may be initiated to access support for a child or family. Relevant staff will be kept informed by the Senior Staff. Children's contributions are to be included and valued.

## **BULLYING (PEER ON PEER ABUSE)**

We believe all children have the right to come to school without fear of violence or intimidation from others. This can only be achieved by challenging bullying effectively by making it clear to bullies that their behaviour is unacceptable and showing all pupils school cares about them. We strive to create a safe and secure environment for our pupils so that parents may send their children to school knowing they are happy and will be protected from bullies.

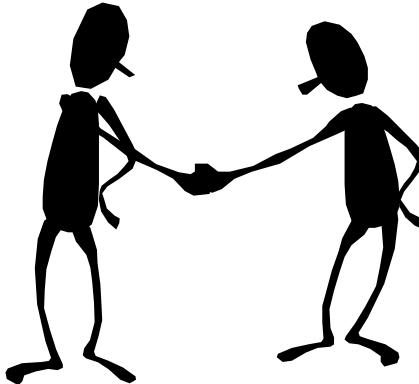
See Anti-Bullying Policy.

# SHUSTOKE C.E. PRIMARY SCHOOL RELATIONAL BEHAVIOUR POLICY.



Revised February 2024

The aims of the school can only be fulfilled if responsibility is shared between child, parent, teaching and non-teaching staff. This means everyone must understand the rules, rewards and sanctions that contribute to our behaviour system.



## PEER ON PEER SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and gender and between children of the opposite or the same gender. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. All staff working with children are advised to maintain an attitude of 'it could happen here'.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. While it is important that **all** victims are taken seriously and offered appropriate support, staff are trained to be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

### **What is sexual violence and sexual harassment?**

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the

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freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

**Sexual harassment** in the context of peer-on-peer behaviour is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. The school therefore acknowledges the importance of recognising the nature of, identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies and through the curriculum.

Any instances of Peer on Peer Sexual Violence/ Harrassment need to be reported to a DSL.

#### POLICY UPDATE

This policy will be reviewed by staff and Governors annually as part of the safeguarding policy review.

## Appendix 1

### Levels of Unacceptable Behaviour

| <b>Low</b>                                | <b>Severe</b>                                    |
|---|--|
| Teasing                                   |  |
| Name calling                              |  |
| Pushing in                                |  |
| Squabbling                                |  |
| Play-fighting / horseplay                 | Kicking  |
| Prodding/pushing/ pinching other children | Fighting / thuggery/ spitting                    |
| Interrupting the teacher/ TA              |  |
| Low level attention seeking               |  |
| Telling tales/ little lies                | Lying (one major incident or persistent)         |
| Avoiding work/wasting time                |  |
| Eating in class                           |  |
| Being unnecessarily noisy                 |  |
| Cheekiness                                | Deliberate rudeness to staff (e.g. arguing back) |
| Taking things without asking              | Stealing   |
|   | Spitting   |
|   | Refusal to follow instructions                   |
|   | Swearing heard by staff                          |
|   | Graffiti / vandalism                             |

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|  |                                   |
|--|-----------------------------------|
|  | Bullying                          |
|  | Extortion                         |
|  | Inappropriate use of the Internet |
|  | Verbal abuse towards staff        |
|  | Physical abuse of staff           |
|  | Racial abuse                      |
|  | Running out of school             |

***Spitting is potentially dangerous as well as being undesirable.***