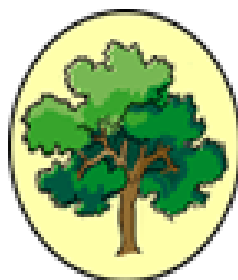




**SHUSTOKE C.E. PRIMARY SCHOOL
RELATIONAL BEHAVIOUR POLICY.**



Revised October 2025



‘Living life in all its fullness.’ John 10:10

We provide all pupils with the opportunity to flourish and let their light shine. Pupils are guided by passionate staff to discover and develop their talents, interests and spirituality through a rich curriculum. Our pupils develop into compassionate, respectful, forgiving and confident individuals – who have the skills to cope wisely and show perseverance when faced with a challenge, like a tree planted by streams of water. Our pupils will be proud to be active serving members of their community in which they live as Jesus taught us. Through our values, we nurture and grow loving relationships among all members of the Shustoke family. These values are owned, shared and lived out by all pupils and members of the school community and are routed in everything we do. On their journey with us, doors will be opened to our pupils, who will see pathways ahead that will lead to futures filled with hope, joy and peace.

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 to 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



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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, through our theologically routed vision
- ↳ 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

Fundamentally:

- ✚ All pupils need to be able to learn. They need to be able to achieve their potential in a secure environment that is not disrupted or interrupted by the unacceptable behaviour of individual pupils
- ✚ all teachers' need to be able to teach. They need to be able to provide a stimulating learning environment that will develop self-confident, independent learners

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



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- ☺ 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

Our Theologically Routed Vision:

‘Living life in all its fullness.’ John 10:10

We endeavour to provide all pupils with the opportunity to thrive and let their light shine. Pupils are guided by passionate staff to discover and develop their talents and interests through an engaging curriculum. We want our pupils to develop into thoughtful, respectful, honest and confident individuals – who have the skills to cope wisely, and show perseverance and resilience when faced with a challenge. Our pupils will be proud to be members of the school community and indeed the wider community in which they live. They will be compassionate and show forgiveness towards others. Through our Christian values, we build and reinforce relationships among all members of the Shustoke family. Our values are owned, shared and lived by all pupils and members of the school community and are the foundations of everything we do. On their journey with us, doors will be opened to our pupils, who will see pathways ahead that will lead to positive, hopeful and fulfilled citizens of the future.

School Values:

- ☺ Compassion
- ☺ Forgiveness
- ☺ Hope
- ☺ Perseverance
- ☺ Respect
- ☺ Wisdom

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 – at least first thing in the morning and during the course of the day – do not underestimate the power of a smile!



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- 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 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 July 2024.

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.
- 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 half term.
- Courtesy Cards are awarded in Celebration Assembly.
- Each Friday, class teachers will dedicate time to celebrating individual effort and achievement in class.m Rewards given for effort or achievement e.g. spellings, mental maths, reading e.g. Numeracy Passport.
- Good attendance stickers to be given at the end of each half term.



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- 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).

Phase/ House Team Achievement Assemblies

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

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, which may be on a half-termly basis:

- 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)

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.
- 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.



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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? What were you thinking? How do you feel now? What are you thinking now? 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.



EMOTION COACHING SCRIPTS

Step 1 – Labelling	Step 2 - Empathising	Step 3 - Limit setting (if relevant)
Look for physical and verbal signs of the emotion being felt; Take on the child’s/young person’s perspective; Use words to reflect back child’s emotion and help child/young person to label emotion	Affirm and empathize with the emotion; Allow to calm down <i>“I’m sorry that happened to you, you must have felt angry”</i> <i>“I can see that you get angry when that happens/when I do this”</i>	Separate emotion from the behavior (actions); Clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit; Allow to calm down – (use behavior policy of setting if necessary/appropriate): <i>“....It’s not ok to behave like that”</i>



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<p><i>"You seem angry to me" or sad, upset, fed up etc....</i> <i>"I can see you are feeling angry."</i> <i>"I can tell you are angry"</i> <i>"The way you are feeling is making you/made you angry"</i> <i>"You're angry about..."</i> <i>"You look kind of angry ..."/ "Your face looks angry..."</i> <i>"You are obviously angry...."</i> <i>"I know you are feeling angry..."</i> <i>"I can see that something's not quite right – can you tell me about it..."</i> <i>"Do you realize that you are doing this (demonstration)...."</i></p>	<p><i>"I would feel angry if that happened to me"</i> <i>"That would make me angry"</i> <i>"I understand why you are angry"</i> <i>"It's normal to feel angry about that"</i> <i>"It's ok to feel angry about that"</i> <i>"I get that you are angry"</i> <i>"I can understand you're feeling angry – I would too"</i> <i>"I know you're feeling angry – I would feel the same"</i></p>	<p><i>"...That behavior is not acceptable"</i> <i>"...The rules are that we do not"</i> <i>"... These are the rules that we have to follow"</i> <i>"... Doing that is not ok"</i> <i>"... Behaving like that is not helpful/harmful etc...."</i> <i>"...This is not a safe place to be angry. Let's go to a safe place and then we can talk"</i> <i>"... You cannot act like this"</i> <i>"... We don't deal with that by lashing out/hitting"</i> <i>"... This is not what we do"</i></p>
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Step 4 - Problem solving - 3 parts – exploring, problematising; solutions

<p>Part 1 - Exploring Exploring the feelings that give rise to the behavior/problem/situation etc. – be specific <i>"How were you feeling when that happened"</i> <i>"What did it make you feel like"</i> <i>"Have you felt that way before"</i> <i>"Why do you think you are doing this"</i> <i>"Did you know that you have reacted this way before"</i> <i>"When did you last feel like this"</i> <i>"What does your body feel like now"</i> <i>"What feelings are you having"</i> <i>"What does it make you want to do"</i> <i>"Can you remember what happened to make you feel like that"</i> <i>"Can you tell me what happened"</i></p>	<p>Part 2 – Problematising Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behavior/actions; Empowering child/young person to recognize feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future <i>"Let's think of what we could have done instead"</i> <i>"Can you think of a different way to deal with your feelings"</i> <i>"I can help you to think of a different way to cope"</i> <i>"Can you remember feeling this way before and what you did"</i> <i>"Have you thought about doing this instead"</i> <i>"Can you remember what we said before"</i> <i>"How did you handle it last time"</i></p>	<p>Part 3 – Solutions Agreeing possible solutions – scaffolding suggestions where appropriate <i>"Try and do this next time you feel like this"</i> <i>"Let's decide what you will do next time you feel like this"</i> <i>"What do you think you can do better/change next time"</i> <i>"Do you think doing that would be more helpful for you and others"</i> <i>"What could you have done – you could have done....."</i> <i>"Can you remember what we agreed...."</i> <i>"This is what we can do instead"</i> <i>"How do you think you will react next time or if this happens again"</i></p>
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	<p><i>“Let’s sort this out”</i></p> <p><i>“How can you get over this”</i></p> <p><i>“What did you do last time this happened”</i></p> <p><i>“Can you remember what we discussed last time”</i></p> <p><i>“Can you remember how you solved it before”</i></p>	
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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.

Sanctions/ Consequences

Unacceptable Behaviour



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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.
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 member of staff (see escalation procedure)

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.



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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 on CPOMS. 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 Suspension. Suspensions (or Exclusions) 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
- ☺ 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



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☺ 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.

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.

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.

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

Rotas are in place for specific play equipment including the Trim Trail, Outdoor Climbing Frame, Ball Shoot, Multi-Goals and Tyre Park. A risk assessment will be conducted by members of staff on duty on a daily basis to determine whether the playground equipment (and field during the summer term) is safe for use.

Lunchtime Supervision

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

Midday Supervisors/TAs supervising lunchtime 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.



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- 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 Clare Brighton as senior members of staff.

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, Midday Supervisors/TAs supervising lunchtime will speak to the children to investigate and discuss the incident, recording it on CPOMS, 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
 - ☺ Request that the child move elsewhere
- Low level – dealt with in the playground by member of staff on duty. Class teachers to be informed if necessary. Incidents recorded on CPOMS.
 - Severe – follow escalation procedure.

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.



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Sanctions

Depending on the level of severity sanctions are:

- Child to stay beside the adult on duty for 5/10 minutes.
- Child sent to 'Time Out' area for a 5-10 minute cooling off period e.g. shelter, bench etc.
- Child is brought into school to miss part of their free time, if necessary e.g. if another child is hurt or if is appropriate to move the child/ children away from where the incident has occurred to be spoken to calmly inside the building. Children to complete a behaviour incident form, if appropriate. 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. An adult will discuss the following with the child:
 - ☺ 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 recorded on CPOMS, 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 on CPOMS three times in one week, with the agreement of the class teacher, the child is referred to SLT member- persistent low level behaviour will prompt a telephone call to parents. The Deputy HT or SLT member may refer this to the Headteacher.

Class teachers 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.
 - 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 recorded on CPOMs. The Headteacher should be alerted of more serious incidents.
- ☺ Written school report invites parental response.



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- ☺ **Parents** must take responsibility for their child, if suspended or 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 suspension. If they do not, the **school** or **local authority** may issue a penalty.
- ☺ **Parents** are expected to attend a reintegration interview following any fixed period suspensions from primary school.

MONITORING

- ☺ Class teachers should monitor their entries on CPOMS and should alert members of the Senior Leadership Team of repeated entries e.g. 3 times within a week.
- ☺ The Headteacher will monitor CPOMS to maintain an overview and take appropriate action where necessary.
- ☺ Incidents that occur during playtimes should be highlighted on CPOMs (Behaviour-Playground Incident)
- ☺ Behaviour incident forms completed by children (if appropriate) to be attached to CPOMs and incidents monitored by the Headteacher at least half termly.
- ☺ Teaching Assistants and Midday Supervisors should report incidents of undesirable behaviour to the relevant class teacher as well as recording on CPOMs.
- 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.

The escalation procedure is:

- Teaching Assistant (or Mid-day Supervisor if the incident occurs at lunchtime)
- Class Teacher
- Senior Teachers: Laura Evans , Alison Harrison, will deputise/ support staff as appropriate
- Catherine Brown, SLT
- Emma Davison, Deputy Headteacher
- Michele Wall, Headteacher

The **Headteacher** can also decide to **suspend 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.

Searching Pupils

School follows the DfE guidance *Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies* – [Searching, Screening and Confiscation](#)

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.



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Use of Reasonable Force (Please see Appendix A for further information)

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 July 2024. We would use physical intervention only when the child is endangering themselves, another person or the environment.

Keeping Children Safe in Education 2024 highlights, 'there are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 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 child 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 [Welcome | West Midlands Safeguarding Children Group](#)

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.

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.

If there is more than one incident involving physical intervention, then a Positive Handling Plan should be in place.

Child on Child Abuse (including, Bullying)

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.



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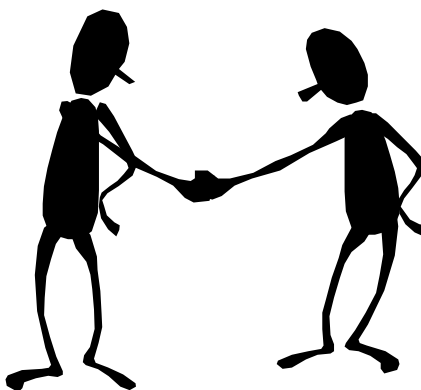
Child on child abuse: Keeping Children Safe in Education, September 2024

Children can abuse other children and it can take many forms. It can happen both inside and outside of school and online.

This is most likely to include (but may not be limited to)

- ❖ bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ❖ abuse within intimate partner relationships between children (sometimes known as 'teenage relationship abuse')
- ❖ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element)
- ❖ sexual violence (this may include an online element)
- ❖ sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment)
- ❖ causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually,
- ❖ or to engage in sexual activity with a third party
- ❖ consensual and non-consensual sharing of nude and semi-nude images and/or videos
- ❖ upskirting
- ❖ initiation/hazing type violence and rituals.

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.



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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.

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

What is consent?

***Consent is about having the freedom and capacity to choose.
Sexual consent***

- ❖ 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
- ❖ consent to sexual activity may be given to one sort of sexual activity but not another
- ❖ consent can be withdrawn at any time during sexual activity and each time activity occurs

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

Low	Severe
Teasing	
Name calling	Derogatory comments to other pupils(including homophobic comments, inappropriate sexualised remarks and racist remarks)
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)



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Avoiding work/wasting time	Pupils who are choosing to be 'off task' and disrupt pupils who want to work
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/ Uncooperative behaviour
	Swearing heard by staff
	Graffiti / vandalism
	Bullying
	Extortion
	Inappropriate use of the Internet
	Verbal abuse towards staff
	Physical abuse of staff
	Racial abuse
	Sexual language such as 'jokes' or taunting, which used to be considered to be 'banter'
	Physical sexualised behaviour, such as deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature
	Online sexual harassment, which may include consensual and non-consensual sharing of nude and semi-nude images and/or videos
	Running out of school

Spitting is potentially dangerous as well as being undesirable.