New Swannington Primary School



Behaviour & Relationships Policy

Approved by Governors: 27/10/26

Issue: 2

Next Review Date	Actual Review Date	Reviewed By	Changes made to Policy	Date & Minute No.	Chair of Governors Signature
17/9/25	27/10/26	FGB	1, 2, 3 to Warning and	27/10/26	

This Behaviour Policy has been written with reference to:
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Introduction

This policy is designed to promote a positive ethos of expected behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day at which places the needs of the child at its centre.
Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that all pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

Aims & Objectives

New Swannington aims to provide a caring, calm and secure environment in which acceptance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice[1].

1. Consistent trauma-informed approach to behaviour management- regular updates and monitoring
2. Strong school leadership
3. Classroom management- consistent practice
4. Rewards and consequences – warnings, reflection time and follow up with parents
5. Behaviour strategies & the teaching of expected behaviour- all staff setting good examples
6. Staff development and support- regular CPD for all staff

[1] *Learning behaviour - the Report of the Practitioners' Group on School Behaviour and Discipline (2005)*

7. Pupil support systems- ELSA, family support worker. Early identification and class well-being boxes.
8. Liaison with parents/carers and other agencies
9. Managing pupil transition
10. Organisation and facilities- The Hive

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders School staff
- and external agencies.

To this end our school is committed to educational practices which **Protect, Relate, Regulate and Reflect;**

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the school gate and classroom door and an open-door policy for informal discussions with parents/ carers. Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

Staff 'interactively repair' occasions when they themselves move into defensiveness. Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness. This work is supported by our ELSA, school counsellor and family support worker.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed. This is supported by well-being days, managing teacher workload and access to our school counsellor and LCC well being service.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards. Our family support worker and ELSA support this, alongside professional outside agencies if required.

Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Consistency & Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff and children
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- ensure that children understand the meaning of unexpected and unsafe behaviour and bullying and know how the school will deal with it.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011

Classroom Management

We encourage expected behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach.

In our school, all pupils are expected to:

- Be kind
- Be safe
- Be respectful

These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

Everyone within our school has the right to feel safe and secure, and all incidents of unwanted behaviours will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unexpected and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unexpected. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour *(see Anti-Bullying Policy).*

Rewards and Consequences

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including;

- Multiple opportunities during the day for a fresh start
- Verbal praise/feedback
- Certificates in celebration assemblies
- Dojos/certificates/golden tickets /stickers awarded for appropriate behaviours
- Attendance awards
- Head teacher's awards

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unexpected or unexpected behaviour. Staff will undergo Trauma Informed training and key information including ACES and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unexpected behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

At New Swannington we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for unexpected and unexpected behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across our school may include but are not exclusive to the following list:

- Verbal value/golden rule reminders
- Verbal warning given and unexpected behaviour explained; expectation for improvement given followed by reflection time if these are not met. After 3 incidents, discussion with the parents/carers to follow.
- Extra work/repeating work which is unsatisfactory
- A loss of privilege relating to the unexpected behaviour
- Fixed term exclusion

A fixed term exclusion is the decision of the Headteacher following an investigation. Fixed term exclusions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on CPOMS our school's system. Exclusions will be shared with parent and any supporting agencies.

Behaviour Strategies and the Teaching of Expected Behaviour

It is recognised that expected behaviour needs to be modelled and taught. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Use of a calm/sensory box
- Use of our sensory garden
- Use of a quiet room

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort. All staff will be trained in restraint by an approved provider. A log of training will be kept and maintained to ensure training is current. Significant physical interventions will be recorded and information passed on to all parties as soon as possible after the event.

In extreme cases staff have the right to ask for Police Intervention.

Confiscation of unexpected items:

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives and extreme or child pornography **must** always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Drugs, alcohol and tobacco education

Should any pupil bring drugs, alcohol or tobacco onto the premises these will be confiscated immediately and parents/carers informed. This will be treated as a safeguarding matter and, as such, wider professional agencies will be informed.

Behaviour outside school premises

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff. Regulation must be reasonable and is as follows:

- consequences can be imposed when a pupil is on the school site or otherwise under the lawful control or charge of a member of staff.
- consequences can be imposed when a pupil is on a school trip or being transported - in these circumstances the pupil may have to wait until they are back in school for the consequence.
- cyber bullying - where parents or children are treated unexpectedly using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour.
- where the behaviour took place.
- the extent to which our school's reputation has been affected.

- the extent to which the behaviour would have an impact on the orderly running of our school.
- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion).

Staff Development & Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. Weekly staff meetings and our weekly roundup enables relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner.

Team Teach

Team Teach is an accredited provider of positive behaviour management training, equipping staff to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships in school.

Only techniques taught during staff training can be used.

Staff are expected to complete and stay up-to-date with Team Teach training to meet the following objectives *(taken from the Team Teach website)*:

1. recognising the importance of and using de-escalation techniques and working as a team when managing challenging behaviours.
2. applying an understanding of the legal implications of positively handling.
3. using a gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option. This should always be the minimum amount of force for the shortest time.
4. by applying an increased awareness of the need for documentation for the recording and reporting of incidents.
5. using active listening skills and participating in a process of debriefing, repair and reflection.

'Team Teach techniques seek to avoids injury to the service user, but it is possible that bruising or scratching may occur accidently, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe.'

All incidents of Team Teach techniques, where appropriate, will be reported in the Red Bound and Numbered Book

Pupil support systems

Pupils are expected to adhere to the agreed school expectations and strive to meet and reflect on their personalised behaviour targets. They are always able to request a meeting with a member of staff that they feel comfortable with (known as 'Talk Time'), and more general concerns or

suggestions can be voiced through social times such as shared play, circle time and with our ELSA and family support worker.

If a pupil makes a complaint or allegation against a member of staff, the onus is on the person making the complaint to prove that their allegations are true - it is not for the member of staff to show that he/she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force *(see Complaints Procedure and/or Allegations against Staff documentation).*

Liaison with parents/carers and other agencies

Parental support for our Relationships and Behaviour Policy, and the encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour.

Parents/carers are encouraged to contact our school whenever they need to with any concerns they may have, and are encouraged to be proactive in sharing and solving problems as they arise.

Managing pupil transition

Changing school is often a time of increased anxiety for pupils and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

Organisation and facilities

Teachers establish strong routines both in their classrooms and across our school which help greatly to establish the smooth running of the school.

Due to individual needs of the pupils there may be times when a pupil may not be managing within a group and require a period of reflection or calm down time. This may be done using a quiet space or room. In these situations, children are monitored at all times by an adult and used for no longer than is necessary. This time should be used as constructively as possible and children are supported in getting back into class.

Organisation and facilities

In the best interest of our students' safety, students are prohibited from being transported in a taxi alone.

This decision is based on our commitment to ensuring the utmost safety and well-being of all children in our care. While we understand the convenience that taxi services may offer, it is imperative that alternative arrangements be made that comply with our safeguarding standards.

We recommend considering the following options:

1. arranging for a trusted adult to accompany your child/children in the taxi;
2. co-ordinating with other parents (as long as they are not members of staff without prior arrangement with the Head Teacher) for car sharing opportunities.

Links to other policies

This policy does not stand alone and should be read in conjunction with the staff Code of Conduct and the following school policies:

- Child protection & Safeguarding
- Anti-Bullying
- E-safety & Acceptable Use
- Home-school agreement
- SEND
- Physical Intervention
- PSHE
- Equality, Diversity & Cohesion
- Attendance
- Teaching & Learning
- Off-Site Visits & Outdoor Education
- Health and Safety

Monitoring & Review

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of the Head Teacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Head Teacher and the Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the relevant governor's committee.

Associated Resources

1. https://www.gov.uk/government/publications/use-of-reasonable-force-inschools
2. https://www.gov.uk/government/publications/searching-screeningandconfiscation
3. https://www.gov.uk/government/publications/school-exclusion
4. https://www.gov.uk/government/publications/keeping-children-safe-ineducation-2
5. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
6. https://www.gov.uk/government/publications/good-behaviour-inschoolschecklist-for-teachers
7. www.teamteach.co.uk