


# Behaviour and Relationships Policy

# Reviewed September 2026

# Behaviour and Relationships Policy

## School Vision

*"We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible."*

**Aims and Objectives of Policy**

Our policy aims to promote outstanding behaviour and mutually shared respect. We operate in a culture where values of respect, care and love are learnt and we:

**PIP- Praise in public**
**RIP- Reprimand in private**

All staff are responsible for delivering a consistent approach to support children's behaviour in school. Children respond best to dignity and respect and we must make sure that we uphold the overarching principle of this mantra. Volunteers, sports coaches or any peripatetic staff share in our values and will follow our codes of conduct and report incidents of behaviour to the appropriate member of staff should the need arise.

Relationships are everything. All relationships are built on mutually-shared respect and it is our job as educators to ensure that children feel valued and happy within our school context. All staff need to have a firm understanding of all children's needs in their class and a global awareness of others within our school. We all must endeavour to understand that our relationships with the children extend beyond the classroom environment and into all aspects of school life. It is important we share - when needed - all key information relating to children through professional dialogue and appropriate channels.

Respect is always reciprocal. If a child shows a lack of respect to an adult they may be struggling with their own self-respect. At Aspull Church Primary School respect is taught, exemplified and shared through a calm consistent approach.

Respect is incorporated into our three school rules;

- **Be Safe**
- **Be Respectful**
- **Be Resilient**

These are statements which can easily be explained and reinforced to even our youngest children. We focus on managing and discussing behaviour, making sure we avoid shouting, through a calm measured approach. It is up to us as professionals to be consistent, calm and

confident when managing behaviour. The focus is on making sure that the children learn to follow what we deem acceptable standards of behaviour in school life and beyond.

We PIP and RIP which is our guiding principle in school life.

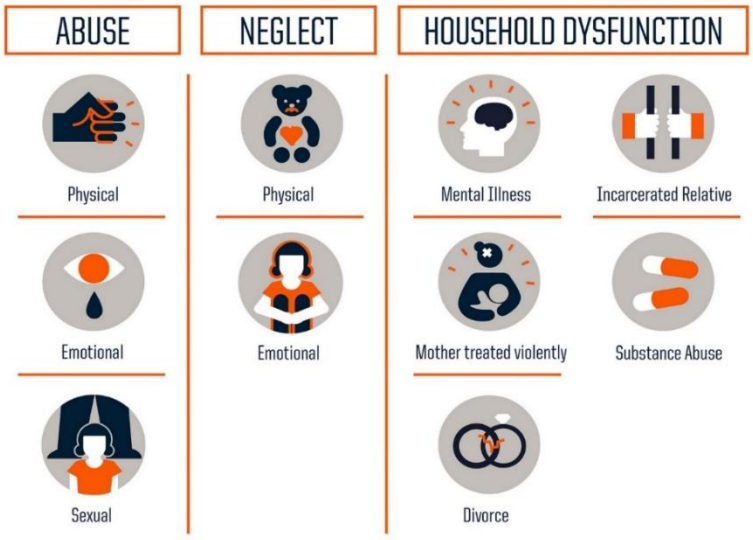
**All behaviour is communication**

At Aspull Church Primary School, we aim to provide a calm and nurturing environment where young people feel safe and are empowered to learn about and form positive, trusting relationships. We have high expectations for all our young people and adults throughout the school day, including breakfast clubs and after school provision. We recognise that exacting standards of behaviour impacts positively on our journey to ensure all young people can achieve and thrive both inside and outside the classroom.

We recognise that behaviour is communication: young people and adults communicate their feelings, emotional state and needs through their behaviour. Staff can generally regulate their own needs and feelings better than our young people. Exemplifying these techniques and feelings to our pupils allows them to understand more about others as well as themselves, resulting in up skilling of social and mental health.

We understand that our behaviours are driven by our emotional states which are influenced by our individual experiences, specifically those from early childhood. Adverse Childhood Experiences (ACEs) can also affect our well-being, health and how we view and interact with the world.

**Adverse Childhood Experiences**




Source – Centres for Disease Control and Prevention
Credit – Robert Wood Johnson Foundation

In education it is imperative that we see the child from a holistic view. At Aspull Church Primary School we take care to understand the child's lived experiences and how these can impact on their ability to develop trust, regulate their emotions and feel safe.

Toxic stress is the body's response to lasting or prolonged stress. Protective factors are conditions that buffer children from the negative impacts of trauma, building resilience through safe, stable, and nurturing relationships. A protective factor is a positive school environment. Experiencing several ACEs without protective factors can cause toxic stress and have a significant impact on the young person's present and future:

> *Toxic stress from ACEs can negatively affect children's brain development, immune systems, and stress response systems. These changes can affect children's attention, decision-making, and learning.*

Young people experiencing toxic stress may struggle to focus whilst in school and may not give priority to being in school or conforming to school rules.

We acknowledge that adults can be a protective factor in the life of any young person, endorsing positive relationships as a vehicle of change and supporting the child's building blocks for developing positive relationships. These relationships support the development of collaborative skills and can empower young people to make positive changes to their own lives and futures.

Every interaction is an intervention by which we model and teach the behaviours we wish to see. Our 'Behaviour Curriculum' alongside our RE curriculum aims to teach young people about positive relationships, choices, rights, and responsibilities. We teach them about the power of positive relationships: how to build and maintain them as well as how to repair them following any conflict.

**A safe and nurturing environment**

To make our school a safe and nurturing learning environment, we:

- have three whole school rules

  - **Be safe**
  - **Be respectful**
  - **Be resilient**

- agree a 'Class Charter' at the beginning of each academic year

The Class Charter includes rules about keeping everyone safe, being individuals and being part of the class and school community - living out our school vision:

**"*We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible.*"**

Instructions and class expectations can change depending on the context and circumstances, but the rules and charter should be consistent and apply to all.

Rules are displayed around school and young people are clear about the meaning through open discussions in class, assemblies and through regular reminders and refreshers.

We expect all members of our school community to be polite and respectful. Our Equality Policy is explicit regarding our views on the use of racist, sexist language and all other discriminatory language and behaviour. Every incident is challenged, recorded and resolved.

We understand that some language use and opinions may come from how young people are socialised, their early experiences, current circumstances or how they view the world and their relationships with others. We take a proactive approach in modelling appropriate language, validating feelings understanding emotions and using empathic listening.

Our anti-bullying and online safety policies detail our preventative, reactive and restorative approach to bullying. Any incidents (verbal, physical or sexual) involving a child and another child are taken very seriously and fully investigated. This is comprehensively detailed in our safeguarding policy.

Our policies apply to every member of our school community any time they are on school premises, including (but not limited to) young people, staff, parents, carers, visitors, professionals, contractors.

Our policies are available on the school website and a paper copy can be provided upon request. The policies are reviewed regularly and also published clearly on our website.

## A curriculum supporting personal development and growth

We understand that learning, behaviour and self-esteem are intertwined. We are committed to teaching a balanced and broad curriculum that is based around values and supports young people in:

- developing self- awareness, management of feelings, motivation, empathy and social skills
- nurturing self-esteem, personal responsibility, acceptance of difference and positive relationships
- celebrating achievement (academic, social and personal).
- helping them to overcome obstacles to learning
- developing skills in managing conflict and repairing relationships through restorative practices
- promoting a love of lifelong learning
- preparing for life beyond the school gates

## Rewards and sanctions

Many young people are motivated by the positive and specific attention paid to their efforts and achievements by the adults who care for them and know them best.

It is typically more effective to focus on reminding them of current successes and positives, prompting them to repeat/recreate them.

Our young people are encouraged and developed to be resilient and work through difficulties and challenges whilst the adults remain aware of and empathetic towards their past experiences, current situations and developmental barriers.

Adaptive teaching is implemented and designed to stretch their learning, support success and ensure understanding and independence.

Consequences are not viewed as punishments. In school both young people and adults understand that the consequence issued for inappropriate behaviour:

- help them to understand what it was that was unacceptable
- allows the young person time to reflect on the behaviour
- helps them to understand what they need to do next
- prepares them emotionally for being ready to repair and move on
- allows the young person opportunity to repair the issue independently
- allows the young person opportunity to resolve the situation with a teacher or other young person, as appropriate
- keeps others safe if the behaviour has been dangerous or disruptive.

Shame is never used as a tool to influence a change in behaviour, for example: no young person's name is written on the board as a sanction. Additionally we do not use use shame-based behaviour modification tools such as naughty rainbow or peg boards.

We understand that shame is a toxic emotion that can trigger challenging behaviours or overwhelm a young person. This can significantly affect them and result in their opting out of learning and/or ceasing to engage in school.

We consider the developmental stage of the young person and know that this may not always correspond to their chronological age. There may be different skills that need to be taught, modelled, and practised over time to support their ongoing social and emotional development.

Adults, whilst expecting children to follow the agreed rules are aware that some young people have differentiated needs for support. We consider their individual needs whilst remaining aware of and empathetic towards their past experiences, relationships, and current emotional state.

## Conflict resolution & restorative practice

When dealing with an incident where a young person has been hurt, either verbally or physically, a restorative approach is adopted. This response may be either formal or informal. Using this approach is valuable in helping us to understand what has happened, to consider the impact on those involved and to explore next steps to repair the relationship and move on.

Our approach is based on four key principles:

- **respect** for everyone by listening to other opinions and learning from them
- taking **responsibility** for your own actions
- developing **individual restorative skills** so individual members have the confidence to identify solutions, repair relationships, and ensure behaviours are not repeated
- **reintegration** by working through a structured, supportive process that aims to solve the problem and allows young people to stay in our educational setting

The process is managed in a way that does not proportion blame. It promotes understanding, gives those involved a voice, provides an opportunity to be listened to and empowers all participants to seek a positive resolution they can influence. Working in this way can help identify meaningful outcomes where those involved take some ownership of the resolution. Frequently, it builds connections and develops relationships.

As part of the process, key questions are asked which helps with the processing of the wrongdoing or conflict. Those questions are posed and time is given to think and reflect on the event(s).

*Restorative questions – for those who have caused hurt*

- What has happened?
- What were you thinking and feeling at the time?
- What have your thoughts and feelings been since?
- Who do you think has been affected?
- How have they been affected?
- What do you think needs to happen next?

*Restorative questions – for those who were hurt*

- What were your thoughts and feelings about what happened?
- What has been the hardest thing for you?
- How have others been affected?
- What are the most important issues for you?
- What do you think needs to happen next?

## Individual needs

This relationship policy is for everyone. All young people are unique in their experiences, regulation strategies and perception of the world. This is why a more personalised and individualised approach to behaviour management is used.

We have a strong Senior Leadership Team in school who ensure the policy is upheld with consistency, equality, and equity. We also work co-operatively with partner agencies.

*Our approach to low level behaviour*

*See Appendix A for examples of what types of behaviour constitute a blue, red and amber card.*

| To support improvements to low level behaviour in **EYFS (YR)** we use a visual of the blue, amber and red cards to show children: |
|---|
| • Discreetly ask children to 'stop and think' – adult points at blue visual<br>• Discreetly ask children to sit out of play for 5 minutes and reflect on their actions – adult points at amber visual. Parents are informed<br>• Discreetly ask children to sit out of play for 10 minutes for discussion & restorative work with a designated adult – adult points at red visual. Parents are informed<br>• Let a member of SLT know that a child has been on red<br>• Offer pastoral support to the child if needed |

| To support improvements to low level behaviour in **KS1 & KS2 (Y1-Y6)** we: |
|---|
| • Give the children a verbal warning or blue card – stop & think<br>• Give the children an amber card – miss 5 minutes of playtime to complete some restorative work with an adult<br>• Give the children a red card – miss 10 minutes of playtime & step out of class for a discussion & restorative work with a designated adult, parents are then informed<br>• Let a member of SLT know that a child has received a red card<br>• Offer pastoral support to the child if needed |

*Our approach to higher level behaviour*

| To reduce higher level behaviour, we: |
|---|
| • Give pastoral support to the child<br>• Quality first teaching<br>• Interventions<br>• Parental communication |

*Our approach to risk or crisis behaviour*

| To resolve risk or crisis behaviour we: |
|---|
| • Parental communication<br>• Referral to outside agencies<br>• SENDCo involvement<br>• Local Authority support/links |

**An individual approach to behaviour will be taken for some children with specific needs.**

## Suspensions and exclusions

Suspensions and permanent exclusions are used as infrequently as possible but may sometimes be necessary – as a last resort – where previous approaches to behaviour management have been exhausted.

We understand challenging behaviour can be attributed to a young person attempting to communicate an emotional need, however at times suspension or permanent exclusion may be necessary to maintain the safety of the school community.

We take reasonable steps to prevent the need to suspend or permanently exclude a young person, including working with parents, carers and outside agencies to make a plan to support the young person and affect change.

A suspension or permanent exclusion may have a serious effect on a young person and may lead to a breakdown of relationships, generate feelings of rejection, shame and affect their self-worth.

We also recognise that suspensions and permanent exclusions may impact significantly on parents and carers and this is carefully considered.

The decision to permanently exclude a young person is a highly regrettable decision and we do everything within our power to avoid such a serious measure.

## Physical intervention

Reasonable force involves a degree of physical contact between a member of staff and a young person. This force is used to either control or restrain. Reasonable means using no more force than is necessary and for no longer than is necessary.

Professional judgement is always applied. For planned physical intervention, individual circumstances are considered, for example: their school history, our understanding of their Adverse Childhood Experiences in Schools (ACEs) and any emotional impact based on past traumas.

It is contemplated only as a last resort, where there is no other option and used in a way that maintains the dignity and safety of all concerned.

Staff use it to keep other members of the school community safe or to prevent a young person:

- hurting themselves or others
- damaging property
- Causing severe disorder

Restrictive Intervention and Use of Reasonable Force is never used as a form of punishment.

Following the use of restrictive intervention or use of reasonable force we undertake work to repair relationships between all those affected using restorative conversations, solution circles and suitable reparation.

Incidents of restrictive intervention or use of reasonable force are recorded in our serious incidents log and parents are fully informed of the event. Further information can be found in our Restrictive Intervention policy.

## Searching and confiscation of property

Any prohibited items found in a young person's possession on the school site are confiscated. There items are not returned to the young person.
The list of prohibited items includes:

- knives, weapons, or something we perceive to resemble a weapon
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that we reasonably suspect has been, or is likely to be, used to commit an offence, or injury a person or damage property.

**This list is not exhaustive and may be subject to internal change if concerns about items are raised throughout the year.*

We may also search a young person or their possessions, for any of these prohibited items, if we believe they may have brought them onto the school site.

We may confiscate any item which is harmful or detrimental to school discipline.

These items are returned to parents, following a discussion with senior leaders, parents and the young person if appropriate.

The searching and/or screening of a young person is conducted in line with the latest version of the DfE's guidance *Searching, screening and confiscation at school*, dated: 13th July 2022.

## Misbehaviour beyond the school gate

We expect all our young people to act as positive ambassadors for our school and to be considerate members of the local community. We understand the impact that misbehaviour may have in the community and have given due consideration as to how we respond to potential incidents of this.

If misbehaviour occurs when a young person is taking part in a school-organised or school-related activity off the school site (regardless of the time of day), the school behaviour policy applies. Where possible we will facilitate a restorative outcome to any member of the public – or school community – affected by the event.

If an incident occurs when the young person is travelling to or from school, or when wearing a school uniform (or is in some other way identifiable as a member of our school), they and their parents/carers are spoken with. We take proactive steps to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

Additionally, misbehaviour that does not strictly meet the conditions above but may have repercussions for the smooth operation of our school and/or pose a threat to another pupil or member of the public and/or adversely affect our reputation is investigated and resolved. In these circumstances, the young person's parents/carers are contacted and (if necessary) steps are taken to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

In the event of a very serious incident, we seek the support of the local linked Police and Community Support Officer or Police Officer.

## School staff accused of misconduct

We manage allegations of abuse against teachers and other staff following the statutory guidance set out in latest version of 'Keeping Children Safe in Education'.

Our detailed procedure for dealing with safeguarding concerns or allegations for those working in school (paid or unpaid) is set out clearly in our Safeguarding Policy and our approach is summarised below.

It is used where it is suspected or alleged that a member of staff has:

- behaved in a way that has harmed a young person or may have harmed a young person
- possibly committed a criminal offence against or related to a young person

- behaved towards a young person or young people in a way that indicates he or she would pose a risk of harm if they work regularly or closely with young people.

Allegations are considered under two sections:

- allegations that meet the harm threshold
- allegations/concerns that do not meet the harm threshold – also known as 'low-level concerns.'

All allegations are dealt with effectively and timely to:

- minimise the risk to the young person
- minimise the impact on the young person's academic progress
- ensure a fair and thorough investigation for all parties.

We do not automatically suspend a member of staff accused of misconduct.

Cases not covered by our Safeguarding Policy are dealt with under staff disciplinary arrangements.

Allegations concerned with someone no longer employed at school are reported directly to the police.

## The role of teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

Pg 12 DfE Behaviour in Schools Advice for headteachers and school staff (February 2024)

## The role of parents and carers

Parents/carers play an integral part in supporting our culture of excellent behaviour. This guidance has been produced with the aim of ensuring it is easily understood by all.

The guidance is published, in writing, annually and can be accessed through the school website. We regularly direct parents towards the guidance to ensure they are familiar with it and our expectations. It is shared with parents as part of the transition process and is provided to the parents/carers of any young person joining us mid-term.

We encourage parents to talk about and explain our policy at home, as appropriate. This is crucial so young people understand that their success is based on a strong partnership between home and school.

We maintain regular dialogue with parents/carers around behaviour. We provide updates on behaviour, encourage parents/carers to celebrate positive behaviour and hold meet the teacher sessions for parents/carers to understand our expectations around behaviour. We communicate those expectations via Class Dojo.

Any parent/carer with a specific concern around behaviour is encouraged to contact the child's class teacher in the first instance.

We include parents in pastoral and restorative work following misbehaviour, including the review of specific behaviour interventions currently in place.

We proactively celebrate positive behaviour through our social media channels.

**Appendix A: Behaviour Escalation Scale**

| | Behaviour Examples | Action |
|---|---|---|
| 5<br>**Red card** | -Physical violence, e.g. lashing out, hitting, kicking, biting.<br>-Purposely spitting at somebody<br>-Verbal abuse to a member of staff e.g. name calling.<br>-Any form of bullying (see anti-bullying policy)<br>-Prejudice based discrimination e.g. racist remark, homophobia remark etc.<br>-Continued amber card behaviour. | -Give the child a red card. The child will miss 10 minutes of playtime and step out of class for a discussion.<br>-Restorative work to be completed with a designated adult.<br>-Child's name placed in red card book by SLT/DSL<br>-Parent to be alerted via Dojo and incident recorded on CPOMS, alerting SLT.<br>-Offer pastoral support to the child if needed. |
| 4<br>**Amber card** | -Dangerous play, e.g. aggressive pushing or grabbing.<br>-Answering back to an adult<br>-Being dishonest/unkind to others.<br>-Unacceptable language/swearing<br>-Refusing to complete work<br>-Intentionally damaging school property<br>-Continued blue card behaviour. | -Give the child an amber card. The child will then miss 5 minutes of playtime to complete some restorative work with an adult.<br>-Child's name placed in amber card book by SLT. If SLT feel necessary, then parent to be alerted via Dojo and incident recorded on CPOMS. |
| 3<br>**Blue card** | -Continued low level disruption after verbal warning. | -Discretely ask children to stop and think, adult points at a blue visual (EYFS) or hands the child a blue card (KS1/2). |
| 2<br>**Verbal warning** | -Not on task<br>-Not following instructions<br>-Distracting others<br>-Inappropriate noises<br>-Shouting out<br>-Running indoors<br>-Showing disrespect<br>-Spoiling other's play/work<br>-Interrupting a teacher<br>-Name calling<br>-Rough play | "If this behaviour continues, I will need to give you a blue card." |
| 1 | -Positive behaviour<br>-Trying hard<br>-Being kind/showing respect to others<br>-100% effort when completing work<br>-Showing resilience when finding something difficult.<br>-Following our Christian values and school ethos. | -Dojos<br>-House points<br>-Certificates to be awarded in celebration assembly<br>-Reading tokens/courageous advocate awards |