



# Behaviour and Relationships Policy

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Policy to be Reviewed	October 2026

It is the responsibility of the **Standards Committee** to review this policy and bring it forward to the full Governing Body for approval.

Signed by

Headteacher: .....Date:.....

Chair of Committee: .....Date:.....

Chair of Governors ..... Date .....

Please read in conjunction with ASST Anti-Bullying Policy

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## OUR AIM

Our aim is for Fressingfield School to be a happy, exciting and purposeful place where all children can learn, grow and achieve their full potential with enthusiasm and enjoyment.

We want to establish and maintain a school ethos and environment that prioritises learning and values the achievements of everyone. Within a Rights-Respecting framework, we want our school relationships to be based on mutual respect so that adults and children can work together co-operatively, in safety and enjoyment. We are a caring school and we want our children to develop in an atmosphere that promotes honesty, trust and increasing responsibility. We want our school to be a place where children behave in the right way because they know it's the right thing to do.

## SPECIFIC AIMS OF THIS POLICY

- To promote a positive ethos in the school.
- To create a consistent, positive approach to behaviour management that encourages and reinforces the attitudes we value.
- To define an approach to managing behaviour that is consistent with the UN Charter for the Rights of the Child and the principles of THRIVE.
- To define acceptable standards of behaviour.
- To promote self-esteem through success, positive reinforcement, self-discipline and respectful relationships.
- To provide a framework for managing challenging behaviour.
- To ensure that the school's expectations and strategies are known and understood by the whole school community.
- To define the specific responsibilities of all stakeholders (teachers, support staff, children, parents and Governors).
- To encourage the involvement of both home and school in the implementation of this policy.

## THE IMPORTANCE OF ATTENDANCE

We recognise the link between attendance and behaviour. As such, this policy reaffirms the aims of our Attendance Policy. We aim to

- Make attendance and punctuality a priority for all those associated with the school, including pupils, parents, teachers and governors by highlighting the importance of attendance in the school prospectus, staff handbook and parent meetings.
- Follow our agreed procedure for lateness (see Attendance Policy).
- Maintain positive and consistent communications between home and school.
- Work alongside the Education Welfare Officer (EWO) to identify issues.
- Provide a planned re-integration of individual pupils following significant periods of absence.

## THE ASSERTIVE DISCIPLINE BEHAVIOUR MODEL

We believe that all staff within our school have a role to play in promoting the behaviours we value. It is the responsibility of all adults within our school to model the behaviour we want the children to adopt and to be assertive when managing pupil behaviour.

Our approach is therefore based on the 'Assertive Discipline' model (Lee and Marlene Canter). This common-sense, teacher-in-charge approach is in the best interests of all children as it provides all learners with the security of a safe learning environment. It states that no child should prevent the teacher from teaching or another child from learning. It ensures that all children can exercise their Right to Education (Article 28 UNCRC). It stipulates that:

- teachers must manage behaviour assertively (not aggressively or non-assertively).
- assertive teachers must build positive, trusting relationships with their children.
- teachers must teach appropriate classroom behaviour to those who don't show it at present (modelling, describing, direct instruction, reviewing, encouraging and rewarding).
- assertive teachers are demanding, yet warm in their interactions, supportive of children and respectful in tone when addressing challenging behaviour.

Assertive teachers will use some of the following strategies.

- Recognise and quickly respond to appropriate behaviour using positive praise – (catch the children being good!).
- Communicate your displeasure with inappropriate behaviour and also tell them what they should be doing.
- Use the broken record technique, and combine this with the sequential list of sanctions.
- Use positive repetitions and give thanks (eg; A put his hand up and so did B. Thank you).
- Use proximity praise (Kounin's ripple effect).
- Use Positive-I statements ("I really like the way C is working with D").
- Use proximity control if necessary – moving towards children misbehaving.
- If the children don't possess the right classroom behaviours then teach them.

We believe in a whole school approach to behaviour management and that all adults - teachers, learning support assistants (LSAs), mid-day supervisors, administrative staff and volunteer adults - should adopt the same positive, assertive approach towards behaviour management.

## SCHOOL RULES/ CODE OF BEHAVIOUR

We believe that the most effective way of achieving our aims is to encourage and praise POSITIVE behaviour. The following Golden Rules are the underlying principles we wish to nurture throughout our school.

- Do work hard
- Do listen
- Do be honest
- Do be gentle

- Do be kind and helpful
- Do look after property.

These are our Golden Rules and they are displayed in every classroom. We make frequent reference to them by ‘catching children being good’ and explicitly noticing when children are demonstrating their understanding of the rules. All adults follow an ‘Assertive Discipline’ approach to managing behaviour throughout the school; rewarding and praising good behaviour and following a 4-step approach for sanctions.

In addition to these Golden Rules, the children and teachers of each class establish their own set of class rules at the start of the year. These *Class Charters* are agreed together so that each child takes ownership of them. The older children sign their name to these rules to create a form of behaviour contract.

## **REWARDING POSITIVE BEHAVIOUR**

Teachers will acknowledge and reward positive behaviour when they see it. Rewards will be celebrated in the following ways:

- Every class will have a rocket behaviour chart. All children will start the day on Green. Children who are ‘caught being good’ will have the opportunity to move up the rocket system. These rewards are also translated into House Points, which are added up each week.
- Each class will also have their own ‘whole class’ reward system (such as bees in a hive, marbles in a pot, etc) for the teacher to reward times when the whole class has worked together effectively. This will result in a whole class reward roughly once a term.
- Excellent work, or excellent behaviour will be taken to the Head Teacher or Senior Leader for praise and might sometimes be shared in assembly.
- One child from each class will be nominated for a weekly ‘Star of the Week’ certificate, which will be presented in assembly. Parents are invited to attend these weekly assemblies.

We are mindful that some children struggle with reward charts as they may see themselves as not achieving in line with their peers. (This might be particularly true of children with Adverse Childhood Experiences (ACES), trauma, sensory diagnosed conditions (ADHD, ASD, ODD), etc. For these children, additional support is put in place, including, but not limited to, THRIVE intervention, individual reward and sticker charts, Talkabout sessions, check-ins and general reassurance and positive praise.

We are also mindful that some children will need ‘take-up time’ to process information to make good choices. We don’t always expect an instant response.

## **THE SCHOOL ENVIRONMENT**

We recognise that the physical environment of the school can have an impact on children’s behaviour. We work to create and maintain stimulating, tidy classrooms, work areas and play areas that encourage and foster children’s independence. We are clear with routines and expectations throughout each day. We provide high-quality resources

for the children and trust them to use them appropriately. We use assembly times, PSHE lessons, circle times and a weekly whole-school forum to discuss issues that arise, find solutions to problems and to give children ownership of their school routines and rules.

## UNACCEPTABLE BEHAVIOUR

The United Nations Charter for the Rights of the Child Article 28 says all children have the right to an education. Whilst we aim to always reward positive behaviour in all children, we acknowledge that there will be times that we have to deal with unacceptable behaviour. The following behaviours have been identified by staff and pupils as unacceptable:

- Physical violence.
- Discrimination of any kind – **in line with the Equality Act 2020**
- Deliberate disobedience, including refusal to cooperate, theft and lying.
- Threatening or aggressive behaviour, including bullying.
- Disregard for the school environment & property.
- Behaviour that impinges on another child's Right to an Education
- Rudeness

As with rewards for positive behaviour, we recognise that it is vitally important we deal with any unacceptable behaviour in an agreed and consistent way.

## PROCEDURE FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident. Most problems are dealt with on the spot, with the child being reminded about our expectations, the agreed code of conduct and the rights of their peers to enjoy their education. In class the procedure for dealing with unacceptable behaviour also uses the Rocket. It follows 4 steps. These are:

1. Verbal warning and reminder that the child should make good choices.
2. A second incident and the child will be given 5 minutes time out **in** class. There will be the loss of some playtime/lunchtime to discuss behaviour and for the child to catch up on any missed learning.
3. A third incident and the child will be sent to a partner class for 10 minutes. There will be the loss of some playtime/lunchtime to discuss behaviour and in order to catch up with any lost learning.
4. A fourth incident and the child will be referred to a senior member of staff and a letter/note will be sent home informing parents.

(With children in younger classes, at the teacher's discretion, an additional first step may be used in the form of a request to change behaviour.)

Where incidents occur between children, staff ask both parties "What happened?" in order to encourage the children to describe the problem in their own words. Staff never leap to conclusions, but listen to both sides before helping the children to resolve the

issue, or taking further measures. Our aim is to use a restorative approach to resolving conflict.

Unacceptable behaviour is logged on the school management information system (Arbor) and submitted to the SLT. Behaviour that raises safeguarding concerns are logged using MyConcern. Behaviour that is classified as peer-on-peer abuse, homophobic, racist or sexually inappropriate is logged separately and monitored.

### **BYPASSING THE STEPPED APPROACH**

Sometimes, children's behaviour can be severe enough to warrant by-passing some or all of these 4 steps. Any behaviour that:

- Puts the health, safety and well-being of other children or members of staff at risk
- Puts a child's own safety or well-being at risk
- Is discriminatory on grounds of race or any other reason
- Can be construed as bullying, or
- Is sexually inappropriate

Will result in immediate referral to the Snr Leadership Team and the child's parents will be informed. This behaviour is always logged.

If, following the use of the 4-stepped approach, no further progress is made and a child's behaviour continues to be challenging over a period of time, other options will be considered. This will include a meeting between all parties to consider the next best step. It is likely that the SENCO and headteacher will be involved in drawing up an Positive Behaviour Support Plan (PBSP) or for setting in motion a Risk Assessment. These documents outline the specific targets/areas being worked on. Other external agencies may also be involved at this stage.

We recognise that there are often underlying causes for children's challenging behaviour. We know that children who struggle to conform to behaviour expectations often need support, encouragement and understanding from the adults who work with them in addition to clear and consistent boundaries, targets for improvement and well-considered programmes for support. We therefore endeavour to make 'Reasonable Adjustments' to this policy under the Equality Act 2020. This might include: 'soft starts' to the day to ease the transition between home and school, coming in earlier or later than 8.45am, nurture/check-in sessions with named members of staff, positive journals to review the day, now-next boards, and THRIVE sessions.

Our aim is to connect to children before we correct.

### **PARTICULARLY CHALLENGING BEHAVIOUR**

Children who display particularly challenging behaviour will have an Individual Behaviour Plan and strategies for dealing with their behaviour will be discussed with parents and staff. In the event that a child is particularly disruptive and the school sanctions are not working we have a clear action plan to follow:

1. Ask for support (and be prepared to offer support)

2. Remove the child from the situation or remove the children from the child, leaving staff with the child
3. Remove objects that could harm the child or be used to harm others from the vicinity.
4. Be prepared to restrain the child following the Bellscroft guidelines (see below) and give time for the child to re-regulate.
5. Contact parents
6. If appropriate, use a STAR chart to analyse the incident, focusing especially on the triggers and the response of the adults.

This type of incident will always be followed up with a meeting with parents and with the child.

### **PHYSICAL CONTACT**

At Fressingfield Primary School, we promote positive and appropriate physical contact, to enable our staff to deliver a nurturing environment and to ensure that the children thrive, eg: comforting a distressed pupil. (See DFE Guidance 2013)

### **USE OF REASONABLE FORCE**

Sometimes it might be necessary to restrain children or use other reasonable force for those who pose a risk to themselves or others. This is only to be used as a last resort. The Department for Education Guidance (Use of Reasonable Force 2013) outlines the duties and responsibilities of all members of staff in relation to the use of physical contact with children. Reasonable Force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The greatest caution needs to be exercised when deciding to use physical restraint, as it may exacerbate an already volatile situation.

If this need should arise, we will restrain children following Suffolk County Council's School Safe guidelines for which Senior Teachers and other members of staff have received additional training. In our school, it is our policy to always inform parents if we have had reason to restrain a child.

Force will never be used as a punishment. Indeed, to do so would be unlawful.

### **IF A CHILD LEAVES THE SCHOOL SITE**

If a child leaves a school site without permission during school time, the office and DSL's must be informed immediately. Staff will then aim to locate the child outside of the school to make sure they are safe. The DSL will then decide to contact the police and report the child as missing if they are at risk or out of an adult's sight. Parents will be contacted and called to the school to aid in locating the child and to help keep them safe. Force should not be used by staff to return the child. However, reasonable force can be used in order to protect the child from immediate harm. Please see further guidance in this document regarding how to respond to unacceptable behaviour.

## SEARCHING AND CONFISCATION

If there are reasonable grounds for suspecting a pupil could have a prohibited item on school grounds, the Head Teacher and any staff authorised by the Head Teacher have a statutory power to search pupils and their possessions without the pupil's consent. Prohibitive items outlined in the DfE's guidance 'Screening, searching and confiscation' 2012 (Updates 2022) include knives or weapons, alcohol, tobacco or stolen items. In the event that members of staff ever need to conduct a search, this will be done so in accordance with the DfE guidance. Members of staff have the right to confiscate any items that are interfering with learning in the classroom including toys.

## INCLUSION

Our school has a legal duty under the Equality Act 2010 (Updated 2020) in respect of safeguarding children and respecting pupils with Special Educational Needs, Disabilities and Vulnerabilities. Relationships between all community members should be fair, honest, polite, respectful and considerate. We believe that behavioural management should be a positive experience. Our Behaviour Policy aims to support our Inclusion Policy. Where possible, the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning. Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs. (Refer to the United Nations Charter for the Rights of the Child – 2<sup>nd</sup> September 1990).

## EXCLUSION

We are an inclusive school. Where possible, the teachers and staff at Fressingfield School will always work in partnership with pupils, parents and other outside support agencies to help children who require an individual approach to behaviour management.

However, in some cases, where necessary, the Headteacher has the authority to exclude a child from school. This last resort will be used for pupils who, through their behaviour, put themselves or others at risk of harm, or who have a record of continuous serious misbehaviour which jeopardises the learning and well-being of themselves and others. Fixed-term exclusion (now termed as Suspensions) will be used as a sanction for one-off events if the incident is serious enough to warrant it such as

- Violent and aggressive behaviour which has harmed other children or threatens to harm them and from which the child has not been able to calm down.
- Violent or aggressive behaviour towards a member of staff
- Repeated swearing or spitting at others
- Deliberately and violently damaging school property
- Persistent breaches of the school's behaviour policy
- Persistently harming the learning of other children

In such cases, the latest guidelines from the ASST MAT will always be strictly adhered to.

Parents will be contacted by phone and in writing and a meeting will be arranged to discuss and resolve the matter. Parents will be informed of their right to make representations to the Governing Body and LA. The Governing Body will be informed of all fixed-term exclusions. A 'return to school' plan will be drawn up to help reintegrate

the child successfully. This will include a meeting with the child and could include drawing up a Behaviour Contract.

## **PERMANENT EXCLUSION**

Where a child is to be permanently excluded, the parents will be informed in detail of the reasons for exclusion. Parents will also be informed of their rights to make representation to the ASST MAT and or Governing Body. The Headteacher will notify the ASST MAT and Governing Body. A Governors Meeting will be held to either confirm the decision or reinstate the pupil. Parents will be informed of their right to appeal.

## **BULLYING**

Bullying is when one person or a group of people intimidates or excludes another with the deliberate intention of being hurtful. Bullying is characterised by being persistent and targeted. It can take the form of many different types of behaviour including verbal and physical violence.

Bullying of any kind is not acceptable at Fressingfield School. We have a responsibility to promptly and effectively deal with the issue of bullying and to treat the issue seriously.

Any children that are harmed by bullying will be supported and helped. This might take the form of self-esteem building or assertiveness activities and the use of restorative techniques.

Any pupil found to be harming others by bullying will need to learn different behaviour patterns and we will also support this process.

We recognise that some children are more at risk of harm from bullying than others. These might be children who;

- do not have a close friend in school
- are shy or are obviously different from the majority
- have Special Educational Needs, Disability or Vulnerability.

We will remain vigilant about the possibility of bullying, and we will listen to the concerns of the children in our school.

## **PROCEEDURE FOR DEALING WITH BULLYING**

In the case that an incident of bullying was suspected or discovered, we would,

- Give support and help to the victim as appropriate, possibly within the self esteem groups run at lunchtime by qualified staff
- Attempt to examine the reasons for the bullying including any underlying causes
- Develop strategies to support both the bullied and the bully
- Record serious incidents of bullying

- Contact the parents of both parties
- Attempt to solve the issue using restorative approaches

Throughout the school year the children have opportunities to discuss different types of appropriate and inappropriate behaviour through their PSHE lessons. They learn to make appropriate choices, to be assertive, to negotiate disputes and to seek help when they need it. This work includes lessons on saying no to bullies.

This section should also be read in conjunction with the MAT Anti-Bullying policy (see link).

[https://www.asst.org.uk/files/ugd/d48f8b\\_f792ea78aee64f9187aa654e8602fc9c.pdf](https://www.asst.org.uk/files/ugd/d48f8b_f792ea78aee64f9187aa654e8602fc9c.pdf)

## **RACIST INCIDENTS**

If there should be an occasion when racial harassment takes place this would be dealt with by the Head Teacher and parents would be informed. The LA would be made aware of the incident on the annual return form.

## **RECORDING AND REPORTING**

Behaviour incidents are recorded using Arbor. These incident logs are reviewed termly, or more frequently as required to identify patterns, provide supporting evidence for referrals and to address concerns.

If force or restraint is used, these incidents must be logged using Arbor and parents must be informed. Reports of this nature must be detailed and factual.

Behaviour incidents that are also a safeguarding concern are reported using MyConcern.

These are reviewed by the Senior Leadership Team and followed up.

Where individuals are finding it difficult to conform to the school's behaviour expectations, a robust risk assessment is conducted and the risk reduction measures are implemented. In these cases, a Positive Behaviour Support Plan is implemented and these are recorded in the child's blue file.

## **ROLE OF PARENTS**

Behaviour management works most successfully when parents and staff work closely together. We encourage co-operation from parents and their involvement with behavioural issues concerning their child. When children join our school, parents are asked to sign the Code of Behaviour document which acts as a Home-School Agreement. We also publish this Behaviour Policy on our school website.

We inform parents at the earliest opportunity when a behavioural incident occurs either through a note in the Home School Book, or, if necessary, by phone or discussion at the end of the day. In the case of persistent challenging behaviour, or if a serious incident occurs, a meeting will be organised to agree a shared approach and set behaviour targets (IBP – see above).

## **ROLE OF THE EXECUTIVE HEAD TEACHER & HEAD OF SCHOOL**

The Head Teacher takes the lead in implementing the school behaviour policy and promoting the agreed approach. However, it is the role of **all** members of staff including teachers, LSAs, Midday Supervisors and Support Staff to manage the behaviour of children following the agreed approach so that the behaviour policy is applied consistently throughout the school.

The Executive Head Teacher and Head of School will monitor whether the behaviour policy is being applied consistently and will report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Head Teacher and Head of School to ensure the health, safety and welfare of all children in the school.

## **ROLE OF GOVERNORS**

The Governing Body has the responsibility of monitoring the agreed approach to maintaining standards of discipline and behaviour and of reviewing this policy's effectiveness. The Governors support the Executive Head Teacher and Head of School in implementing the Behaviour Policy.

The Executive Head Teacher and Head of School have the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice to the Head Teacher about particular disciplinary or behaviour issues. The Executive Head Teacher and Head of School must take this into account when making decisions about matters of behaviour.

The Governors have a role to play in the monitoring of cases of exclusions and establishing a committee to review cases where Permanent Exclusion is called for.

The Governors should follow the normal grievance procedure in cases of complaint.

## **CONCLUSION**

This policy has been established to create a framework for promoting the values and behaviours we would like to encourage and to provide clear boundaries. Its implementation should enable all adults to deal consistently, firmly and fairly with challenging behaviour, and provide support to those whose behaviour falls consistently short of expectations. This document will need to be reviewed annually and updated accordingly.

## **RELATED POLICIES**

Attendance Policy  
PSHE Policy  
SEND Policy  
ASST Anti-Bullying Policy

## APPENDICES

### APPENDIX 1

#### THE SCHOOL DAY-ORGANISATION

- Early Birds arrivals arrive at 8.25am and go straight to class.
- Arrive at school for 8.45am - go straight to class.
- Hang up coats, stow away PE kit
- Settle quietly into designated place in class and engage with the Early Morning Task
- Ask to leave the room, to go to toilet etc
- Line up to go into the hall before assemblies
- When not seated, keep chairs tucked under tables
- Tidy tables before break times
- Wash hands before and after break and lunch
- Say Grace before going into lunch

#### LUNCH

- Sit, until asked to collect lunch
- Demonstrate appropriate table manners
- Talk using a small voice
- Listen carefully
- Put hand up for water or help if required
- Wait to be told to clear table and go out to play
- When outside follow the school rules

#### END OF DAY

- Put everything away
- Collect coat etc when asked to do so
- Children to be taken out to the playground by the teacher for hand over to parents.

### APPENDIX 2

#### **BULLYING: Supporting Organisations and Guidance**

- Anti-Bullying Alliance: <http://www.anti-bullyingalliance.org.uk/>
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” November 2014:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE “No health without mental health”:  
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: <http://www.familylives.org.uk/>
- Kidscape: <http://www.kidscape.org.uk/>
- MindEd: <http://www.minded.org.uk/>
- Norfolk and Suffolk Victim Support: <https://www.nsvictimcare.org/>

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: <http://www.pshe-association.org.uk/>
- Restorative Justice Council: <http://www.restorativejustice.org.uk/>
- The Diana Award: <http://www.diana-award.org.uk/>
- Victim Support: <https://www.victimsupport.org.uk/>
- Young Minds: <http://www.youngminds.org.uk/>
- Young Carers: <http://www.youngcarers.net/>

#### Cyberbullying

- Childnet International: <http://www.childnet.com/>
- Digizen: <http://www.digizen.org/>
- Internet Watch Foundation: <http://www.iwf.org.uk/>
- Think U Know: <http://www.thinkuknow.co.uk/>
- UK Safer Internet Centre: <http://www.saferinternet.org.uk/>

#### LGBT

- EACH: <http://www.eachaction.org.uk/>
- Pace: <http://www.pacehealth.org.uk/>
- Schools Out: <http://www.schools-out.org.uk/>
- Stonewall: <http://www.stonewall.org.uk/>

#### SEND

- Changing Faces: <http://www.changingfaces.org.uk/>
- Mencap: <https://www.mencap.org.uk/>
- DfE: SEND code of practice:  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

#### Racism and Hate

- Anne Frank Trust: <http://www.annefrank.org.uk/>
- Kick it Out: <http://www.kickitout.org/>
- Report it: <http://www.report-it.org.uk/>
- Stop Hate: <http://www.stophateuk.org/>
- Show Racism the Red Card: <http://www.srtrc.org/educational>