

United in a love for learning, we will grow and succeed together



With Little Berries Preschool

Positive Relationships Policy

Previously known as Behaviour Policy

Approved by: Headteacher

Last Reviewed On: September 2026

Next Review Due By: September 2027

United in a love for learning, we will grow and succeed together.

OUR MISSION

Our happy school is supported by a nurturing, safe and challenging environment which allows our children to express their faith and creativity. Our Christian Values help our children care for one another and understand the importance of their own development and wellbeing. Through a broad, balanced and ambitious curriculum, our children feel confident, motivated and inspired to reach their full potential. Ashbury CE Primary School is at the heart of the community and together we will grow and succeed.

OUR VISION

Ashbury CE Primary School is a place to be loved and where everyone loves to succeed; We will consciously create an environment of respect and inclusion, supporting our pupils and adults to “**Ask**” for help, taking **responsibility** for their own learning. Everyone will feel united in showing love and **compassion** in our school community and beyond. They will have the confidence to “**seek**” new knowledge to help them grow and “**knock**” with **perseverance** to open doors of exciting opportunities in our ever changing world.

Matthew 7:7 Ask and it shall be given unto you, Seek and you shall find, knock and the door shall be opened.

Our vision is driven through the scripture Matthew 7:7 and underpinned by the core values of Compassion, Perseverance and Responsibility; we all recognise that through love for one another we can flourish in life, based on John 10:10.

OUR VALUES

COMPASSION

Jesus showed his compassion for others by helping those in need, this is demonstrated in Matthew 14:13-21 Jesus feeds the 5000. At Ashbury CE Primary School, we follow in Jesus’ example to show compassion to others locally, nationally and internationally through our fellowship and understanding about those in need around us.

RESPONSIBILITY

We encourage everyone in our school to use the gifts that God has given us wisely to achieve his purposes. Everyone in our school is encouraged to use their talents and take responsibility to help others around us, using our gifts from God. Just like Jesus did in Matthew 25:14-30 in the story about the 3 servants. Everyone understands that they are individual with great talents and gifts that the children should be proud of and celebrate: our children take responsibility to use their talents to achieve great things for themselves and others.

PERSEVERANCE

God gave Noah (Genesis 6:9-9:17) an important job to do. Through the story of Noah building the Ark, we understand that through perseverance and hard work this will bring a reward and that resilience is about coping with challenges positively. Noah stepped up and accepted this challenge modelling to us that we must be brave and courageous to persevere. Even in the darkest of times, there is hope.

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Relationships are at the heart of all our work together in school. They determine the happiness and success of every child and adult. We know that supporting everyone’s emotions and relationships with each other is vital in our school. All children and staff need to feel a strong sense of belonging as part of their daily life in school. Individuals who feel happy and safe, learn well and get along positively with others. It is important that we are vigilant in observing children and being proactive in supporting them to develop the skills of recognising and expressing their own emotions safely and without judgement. This will ensure confident, happy people who are in the best place to learn. Our values guide our relationships and choices – Compassion, Perseverance & Responsibility.

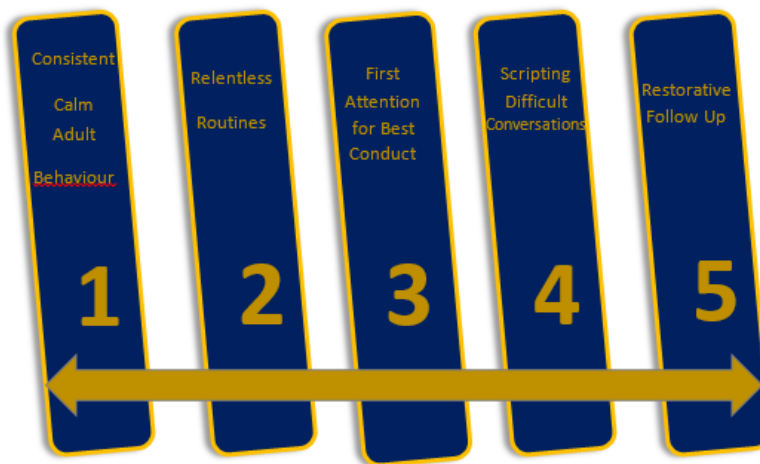
1. Aims

This policy aims to:

- To promote a **positive, calm and safe environment** where all stakeholders can **flourish and grow**.
- Provide a framework for staff which focuses on **consistencies, high expectations and positive relationships**.
- **Define** what we consider to be unacceptable behaviour, including bullying
- To create a culture of exceptionally good behaviour, **in line with our Christian Vision & Values**: for learning, for community, for life.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Every child has the right to feel safe at Ashbury CE Primary School and enjoy their education without the threat of disruptive or bullying behaviour. Our approach is to build the children’s self-esteem and confidence and for our approach to be consistent across the school. We intend that this policy is clearly understood and shared by all children, staff and parents/carers.

The Positive Relationships Policy is based on vision and core values as expressed in our school’s mission statement above as well as the Five Pillars of Pivotal Practice.



2. Calm, Consistent and Kind Adult Behaviour

At Ashbury CE Primary, we believe that calm, consistent and kind adult behaviour is the foundation for good behaviour management.

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults, there is an agreed plan we stick to. (Pivotal, 2017)

At Ashbury CE Primary, we are a staff team who work together, we have a tight, firm foundation. We do not shout, we do not aggress, we do not show negative emotion when intervening with behaviour.

We do this by using script and relentless routines to deal with challenging behaviour

- This is how we do it here (including scripted conversations) – Behaviour Blueprint (Appendix 5)
- Our restorative process (Appendix 6)

A firm foundation means that we use the same rules and language in every classroom.

Rules: Be ready, be respectful and be safe

3. First attention to Best Conduct

At Ashbury CE Primary, we catch children doing the right thing first, before we deal with misbehaviour. We focus on the 95% children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising those who are doing the right thing first (Pivotal, 2017).

We do this through positive recognition:

- Verbal praise and stickers
- Team points and raffle tickets
- Each class has a recognition board/system to highlight positive behaviour
- We collect whole points/marbles for when the entire class demonstrates positive behaviours.
- Weekly celebration worship
- Head teacher awards
- Special responsibilities/privileges

4. Restorative and Inclusive Approaches

At Ashbury CE Primary, we know the value of showing a child their behaviour and teaching them new behaviours. We know the punitive punishment has its limitations and doesn't teach new behaviours. Individual staff dealing with their own students behaviour has enormous value. This is both in terms of the child's immediate behaviour and the long-term relationship between the adult and the child.

Restorative Justice is a problem-solving approach that deals with conflict. We believe that young people have the ability to take responsibility for their own choices and that staff in school should give children the opportunity to do so.

Children directly involved in conflict are best placed to resolve the conflict or a problem with support from an adult and our scripted conversations.

Ashbury CE Primary School uses the restorative approach and practice to build relationships and deal with conflict management. Through the restorative approach an appropriate sanction will also be agreed.

By using the restorative approach, we teach children skills of non-violent communication, active non-judgmental listening, development of empathy and rapport, understanding and managing anger, developing and maintaining self-esteem, valuing others, assertiveness, acknowledging and appreciating diversity, connecting across difference.

By using the restorative approach, we increase a general commitment to listen to one another.

Sanctions are made and agreed with the adult and children involved, these could include:

- Support to carry out calming strategies in class
- Spending time at breaktime/lunchtime writing an apology or completing missed work (upto a maximum of 15 minutes)
- Spending time to complete work in a different classroom
- Righting the mistake e.g. tidying up the classroom after being disrespectful to equipment
- Speaking with the headteacher (with or without parents)
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- A period of internal exclusion
- Fixed term exclusion – length dependent on incident – or permanent exclusion.

Putting a pupil 'on report'

See appendix 4 for sample letters to parents/carers about their child's behaviour.

We may use the learning hub in response to serious or persistent breaches of this policy. Pupils may be sent to the learning hub during lessons if they are disruptive, and they will be expected to complete the same work as they would in class with a member of staff.

All incidents are recorded on CPOMS.

At Ashbury CE Primary, every child has the opportunity to start afresh after an incident has occurred.

5. Children with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH.

Ashbury CE Primary provides the following in-school support for children with SEMH:

- Safe areas for children
- Pastoral Support Team
- Teaching of Zones of Regulation
- Individual resources (e.g. fidget toys, private chatter boxes and breathing stars)
- Drawing and talking therapy

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. Where needed, we gain expert advice from our Educational Psychologist.

6. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

7. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules & Christian Values
- Any form of bullying
- Not following instructions given by an adult
- Disrespecting Staff and other children
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment – unwanted conduct of a sexual nature – such as sexual comments, sexual jokes, taunting, physical behaviour like interfering with clothes or online harassment such as sexting.
- Vandalism
- Theft
- Fighting
- Smoking
- All prejudice related incidents
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

8. Bullying

Ashbury CE Primary School Definition of Bullying:

Bullying is ongoing, deliberate behaviour that upsets the victim, and is difficult for victims to defend themselves against. We use the definition STOP – 'Several Times On Purpose' to clarify this with children. Bullying is a behaviour that is targeted and selective and can be direct (physical – hitting, kicking, taking belongings or verbal – name callings, insulting, making offensive remarks) or indirect (being ignored, spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours or cyber bullying). It may be one person or a group.

Ashbury CE Primary School Identification of Prejudice- Related Bullying:

At Ashbury CE Primary School, we seek to advance equality of opportunity between all pupils who share a characteristic and those who do not. The list of protected characteristics of identified groups of pupils that are potentially at risk are:

- Disability
- Sex
- Gender reassignment
- Race/ ethnicity
- Religion/ belief
- Sexual orientation

As well as Emotional and mental wellbeing

This could take the following forms:

- PHYSICAL - a child being physically punched, kicked, hit, spat at
- VERBAL, WRITTEN OR CYBER - This can take the form of name calling and or unkind comments of individuals or groups via text messaging, social networking sites, email, verbal or written.
- SOCIAL EXCLUSION - A child being bullied by being intentionally excluded from discussions/ activities
- DAMAGE TO PROPERTY OR THEFT - Pupils having their property deliberately damaged or stolen. Physical threats may be used by the perpetrator in order that the pupil hands over property to them.

Name calling is the most common direct form of bullying. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or skin colour; sexual orientation' or some form of disability. This would be called a form of identity-based bullying.

A prejudice-related incident would be any incident which is perceived to be prejudice-related by the victim or any other person. The procedure to report and record these incidents would be to share with the Designated Safeguard Lead who will then take appropriate action – recording on CPOMS and reporting to the Local Authority.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

9. Roles and responsibilities

9.1 The Governing Board

The Governors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governors will also review this Positive Relationships policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes in very clear that the governing body will not condone bullying and prejudice-related bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, prejudice-related bullying and report to the governors about the effectiveness of Ashbury CE Primary School Positive Relationships/ Anti-bullying policy.

If a parent/carer is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure.

9.2 The Headteacher

It is the responsibility of the Headteacher to implement the school positive relationships/-anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying and prejudice related bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy termly at Full Governing Body Meetings.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of

bullying. The Headteacher leads the school in making our mission statement a reality, where all members of the learning community nurture, value, respect and care for each other.

9.3 Staff

Staff are responsible for:

- Implementing the positive relationships policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS

All forms of bullying and prejudice related bullying are taken seriously, and proactive measures are taken to prevent it from taking place. All adults to deal with situations quickly and by using Restorative Justice methods to prevent situations escalating.

All adults to follow up what they have said e.g keeping an eye, follow up discussions.

All staff are responsible for the recording of any incident of conflict, bullying and prejudice related bullying of children in the classes they work in, and that they are aware of in the school. Incidents are reported on CPOMS. These logs are shared with the Class Teacher who will inform the child's parents/carers and the Headteacher.

When any bullying takes place between members of a class the teacher will deal with the issue immediately, involving the Pupil Support Assistant in restorative justice, circle time and where appropriate 1:1 pastoral support e.g. counselling and support for both the victim and perpetrator of the bullying.

All members of staff routinely attend training, which equips them to identify bullying and prejudice-related bullying and to follow the school policy and procedures with regard to behaviour management.

Ashbury CE Primary School Procedures

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too- which may be why they bully.

In cases of conflict or if bullying and prejudice-related bullying is suspected we will:

- Use relaxation techniques to calm down those involved so that they are able to participate in the

restorative approach:

- Consistently use Restorative Justice procedures and questions with children, supporting and empowering them to resolve their conflict and understand their role in the issues:
 - What has happened?
 - Who has been affected?
 - How can we involve everyone who has been affected in finding a way forward?
 - How can everyone do things differently in the future?
- Allow children time to sort things out and establish an agreement, where needed.
- Use the reflective sheet to give children opportunity to voice their concern and reflect on their behaviour
- A record of all incidents of conflict or bullying or prejudice-related bullying will be recorded on CPOMS.
- Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.
- If the bully owns up, then their parents/carers will be informed and they will take part in restorative justice procedures over an agreed period of time, co-ordinated by the Pupil Support Assistant. This may be supporting children individually or together.
- If it is needed, involve all parties together to discuss the issues if all parties are agreed.
- Parents/carers will be informed of any bullying incidents and of incidents of conflict where injury has resulted or if it is a serious event or a repeat event.
- Follow up with further discussions with individuals as and when appropriate.
- If the incidents persist and are causing a health and safety issue, then the Headteacher could instigate exclusion procedures.

Prevention and Strategies to reinforce our Positive Relationships Policy:

- Positive Relationships week (Autumn Term)

- Anti-Bullying NSPCC workshops (Spring Term) (whole school and workshops Y5,6)
- Inclusion week (Summer term)
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.
- Inclusive practice that celebrates differences and similarities.
- Making use of curriculum opportunities to raise pupil awareness eg. RE, creative learning, choice of literacy texts etc.
- Good quality role models
- Adult modelling of appropriate response to a wide range of scenarios
- Children and parents/carers have a good knowledge of the procedures and policy
- Children have a clear understanding of their roles and responsibilities
- E-safety frequently discussed and taught
- Use of play-leaders to support pupils via organised games at break times
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

On occasion, children are identified as needing additional support. They have an individual plan which is used to encourage and ensure positive choices. Consistency in following this plan is vital. It is shared with all staff working in school as well as the pupil and their parents. Daily targeting and support for these pupils is essential to ensure they are supported in managing their emotions, allowing themselves and others to learn, play and enjoy their day. An effective, respectful relationship with the class teacher and teaching assistant is key and this is achieved through consistency and follow through.

9.4 Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- If you have a concern or worry regarding your child or an incident in school, please always contact the class teacher in the first instant. If you feel this hasn't resolved your concern, then make an appointment to meet with the Headteacher.

Parents/carers have an important part to play in our Positive Relationships Policy. We ask parents/carers to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent time with etc.
- If you feel your child may be a victim of bullying behaviour, inform the school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please DO NOT approach that child on the school site or their parents. DO NOT telephone, text message, email or use any other form of communication with the other parent/family. DO NOT involve an older child to deal with the bully. Please inform the school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying and prejudice-related bullying, please discuss the issues with them and inform the school. The matter will be dealt with appropriately. Remember incidents are confidential; do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Parents who are dissatisfied with the way the school has dealt with a bullying incident, should follow the school complaints procedure.

9.5 All Adults

We expect all adults to ensure our behaviour sets a good example to pupils. We do not tolerate harassment, intimidation or bullying of any description. Please respect pupils right to confidentiality by ensuring pupils are not able to hear anything they shouldn't about themselves or others.

The school will not tolerate any instances of:

- Bad language
- Bullying
- Threatening behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using social networking sites to single out individuals or to distribute untruthful or malicious information or comments.

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their license to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.

10. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- No child will be out of class unless with adult permission.

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say "No!" walk confidently away, go straight to a member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them. Fighting back may make things worse – don't do it.
- It is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

If you know someone is being bullied:

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

10.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

In the case of a residential trip, parents may be requested to collect their child, if behaviour is disruptive and the child is not keeping themselves safe.

10.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/ whistle blowing policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

10.3 Fixed-term and permanent exclusions

The decision to exclude a pupil will be taken in the following circumstances; in response to a serious breach of the School's Behaviour Policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Exclusions will be dealt with following the guidance from the DfE in their publication (Exclusion from maintained schools, academies and pupil referral units in England -September 2017).

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a pupil, she informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (in the red bound book) and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Changes to current practice due to changes in legislation for SEND Sep 2014:

Within the SEND Code of Practice, it confirms the needs for the Oxfordshire "Local Offer" and the schools "Local Officer" to demonstrate the arrangements schools in their local offer have in place for "Supporting the emotional mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measure to prevent bullying)" Reference to SEND Code of Practice June 2014 s4.32

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint – Team Teach, as part of their induction process when necessary.

Behaviour management will also form part of continuing professional development.

A staff training log is kept on each individuals' file using Arbor.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full Governing Board every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Board every year.

12. Links with other policies and guidance

This behaviour policy is linked to the following policies and guidance:

- [Exclusions guidance](#)
- Safeguarding policy
- Anti-bullying policy
- Suspensions & Exclusion
- Whistle blowing policy
- E-Safety and Cyber Bullying
- SEND Code of Practice 2014 and the school's SEND policy
- Equalities policy

- **Appendix 1: written statement of behaviour principles**

Ashbury with Compton Beauchamp CE(A) Primary School is a nurturing school, where together we will succeed to be the best we can be. Following the Christian values of Compassion, Perseverance and Responsibility, we will become united in a love for learning, supporting each other as we grow and move through a wealth of experiences and adventures. Every child is actively encouraged to develop emotionally, intellectually, morally, spiritually and physically. We aim to provide a stimulating, creative and dynamic learning environment that strives for excellence and values achievement so that each child feels confident, secure and valued as an individual.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff, parents/carers and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Positive Relationships policy
- The Positive Relationships policy is understood by pupils, staff and parents/carers
- The exclusions information explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Staff will be empowered to take prompt and effective action when pupils behave inappropriately; The school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Board every year.

Appendix 3: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

This is how we do it here...

At Ashbury with Compton Beauchamp Church of England Primary School, high expectations of learning, behavior and respect for each other underpin everything we do, alongside our school values: perseverance, compassion and responsibility. Our staff strive to create independent, motivated and individual life-long learners who have the confidence and skills to flourish in life.

Rules

Be ready
Be respectful
Be safe

Over and above

Praise
Recognition Boards
Celebration Assembly
House Points
Raffle tickets

Visible Adult Consistencies

Meet and greet
First attention to best conduct
Calm and caring

Relentless Routines – This are reviewed termly and supported by Rights and Responsibility Rangers

- Wonderful Walking - Fantastic Lining Up

30 Second Script

I have noticed...
You know our rule about...
Do you remember when...?
This is the behaviour I need to see
Thank you for listening.

Restorative process

Reminder 1
Reminder 2
30 Second Script
Move to another classroom
Leave the room to help self-regulate
Restorative conversation
Completing agreed sanction

Restorative Conversation

What happened?
What were you thinking at the time?
How did this make people feel?
What/who has been affected?
What should we do to put things right? (Sanction)
How can we do things differently in the future?

