

Elworth C of E Primary School



'Love God, Love Learning, Love One Another.' Matt 22:36-39

Relationships and Behaviour Policy

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Mission Statement

'Love God, Love Learning, Love One Another.' Matt 22:36-39

At Elworth we embrace The Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' When Jesus was asked which was the greatest commandment, he responded with '*Love the Lord your God with all your heart, all your soul and all your mind*' and '*Love your neighbour as yourself*' (Matt 22:36-39). These timeless words are at the heart of our vision, nurturing our community and shaping the ethos of our flourishing school.

School's theologically rooted Christian mission

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our six Christian values underpin all that we teach : Courage, Community, Perseverance, Generosity, Compassion, Friendship. Our school rules are: To be Ready, To be Responsible and To be Respectful. These are embedded in each child's mind so that they are fully prepared for living each day successfully. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in our lives and throughout the world and learn to be advocates for change.

Policy Aim

The aim of our Relationships and Behaviour policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

At Elworth CE we believe that this will empower children to play a positive and responsible role not only in our school but also in the wider community.

Our policy aims to:

- Promote a safe and secure environment where children can learn and develop.
- Create a positive school ethos where relationships between all stakeholders are highly valued.
- Create a culture of exceptionally good behaviour for learning and for life.
- Ensure that all children are treated fairly and shown respect
- Recognise, with support (restorative practice), pupils can change their behaviour.
- Educate children to take control of their own behaviour and be responsible for the outcome.
- Teach children to love and respect each other.

Purpose of the Policy

To provide simple, practical procedures for staff and children which ensure that the aims of the policy are consistently adhered to across the school.

Our Christian Values:

Throughout the school year there are many learning opportunities which are underpinned by the focus on our core Christian values. This provides experiences for the children to develop in character and grow in personality so that they are better British citizens.

Our Core Christian Values are generosity, truth, courage, respect, forgiveness and compassion.

School Behaviour Curriculum

Our School Rules

At Elworth, we have three school rules.

- **Be Ready** - to be ready to learn
- **Be Responsible** - to be responsible for your words and actions.
- **Be Respectful** - to respect yourself, others and the environment.

The behaviour culture at Elworth, is exemplified by the four statements below to the best of their ability and individual needs.

1. **Wonderful Walking-** to control your body in a safe and respectful way around others.
2. **Lovely Listening-** to be attentive and responsible towards others
3. **Terrific Talking-** to speak in a respectful and well mannered way, ensuring kind words are used.
4. **Super Sitting-** to show good levels of concentration and be attentive.

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression."

(Paul Dix, Pivotal Education)

How do we achieve this?

At Elworth CE we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Every adult works hard to be consistent- consistent in their praise, consistent in their manner, consistent in their approach. When a child behaves positively in a learning environment the teacher will praise and reward them. Praise is a key part of each teacher's tool kit. It sets the standards, raises expectations, makes attainment aspirational but reachable and gives children the clearest indication of what is being looked for from every learner. This encourages all children to be the best they can be in every lesson. Everyone is expected to maintain the highest standards of personal conduct, to be ready to learn, to show respect and to accept responsibility for all aspects of their learning. Emotion coaching is used to support children to understand, regulate and reflect on their behaviour. Our behaviour policy guides all stakeholders; not just teacher to child but also adult to adult and child to child relationships.

Recognition and rewards for effort

We recognise and reward learners who go 'above and beyond'. We recognise the use of praise is key to developing positive relationships and behaviour.

Our strategies for recognising positive behaviour are:

1. Positive affirmation
2. Star of the Day

3. Hot Chocolate club
4. Merits
5. Headteacher award
6. DOJO winners
7. Christian Values awards
8. PE class awards/ team awards

Our aim is to notice our pupils trying their best and reward them as frequently as possible to enhance their self-esteem. We ensure praise is personal, specific and genuine.

Our Seven Steps to Excellent Behaviour:

In order to maintain our positive ethos and provide opportunities for children to make the right choices about their behaviour we follow our 'Seven steps to excellent behaviour'.

- 1. Recognition and Reward for effort-** high praise and positive forecasting
- 2. Redirection-** pre-empting, non-verbal signs, proximity praise, redirection, small act of kindness, positive forecasting, tactical ignoring, emotion coaching, coaching strategies e.g. deep breaths, positive self-talk, behaviour plans
- 3. Reminder** of the expectations - Rule reminder '**To be Ready, To be Respectful, To be Responsible**' to be delivered privately wherever possible, making the learner aware of their behaviour.
- 4. Caution** to be delivered privately to make the child aware of their behaviour and the consequences if they continue. The child is given the choice to do the right thing. The child is reminded of previous good behaviour to prove they can make good choices.
- 5. Thinking Time (Regulation Station or other appropriate area)** An opportunity for the child to reflect and regulate their behaviour and emotions. Some children will need support to self-regulate. The teacher finds the next positive opportunity to praise the child for becoming ready to learn.
- 6. Consequences** **If** behaviour continues or escalates following thinking time, then consequences will be used. Consequences should be natural and logical e.g. tidying up/ cleaning up, loss of a privilege, loss of free play, activity removed, spoken to by a phase leader (KS2).
- 7. Reflection and Repair Time-** In some instances, the child may need reflection time. Reflection time is to take place at their next available free time - playtime/ lunchtime. When the child is ready a member of staff will reflect on the child's behaviour with the child in an age-appropriate manner.

Senior Management Involvement - In some circumstances pupils actions will immediately result in senior management involvement see 'behaviour causing concern'. In these circumstances parents/ carers will be contacted.

Behaviour Causing Concern:

- There are two main types of behaviour incidents: firstly, learning behaviour which falls below the required standards and follows the steps listed above and secondly, unsafe behaviour which can lead to others being hurt.
- If a child physically or verbally hurts another child, then this must immediately be reported to the classroom teacher who will ensure that appropriate consequences are put in place including opportunities for restorative practice. Depending on the nature or frequency of the incident, the class teacher may escalate the incident to the phase leader.
- In the rare instance that the safety and or/emotional wellbeing of others is compromised then the incident must be reported to a member of the SLT. This will result in senior leader management of the situation.
- If there is a significant incident or multiple incidents in any half term then a meeting between class teacher/ phase leader, SENCO and parents may take place. Often this will lead to a behaviour plan, a referral to outside agencies for support, regular meetings with parents and a personalised timetable.
- Any behaviour incident occurring in lessons is dealt with in an age-appropriate manner by the teacher at the next available opportunity. Children will be given the opportunity to reflect, recount and respond, for example, comic strip conversations, sorry cards and letters. Until this has been achieved the incident is still live. (Restorative justice is at the heart of the reflection process.) The adult in charge of the reflection time will help the child to reflect effectively on the incident and help lead them to a positive outcome.
- Any lunchtime incident will be dealt with by the midday assistants (MDS) and then reported to the class teacher. MDS will give a 5 minute time out warning in order to de-escalate incidents and children will be allowed to re-join the play. Any further incidents will result in the child being sent inside to a designated teacher and reflection is completed. Incidents witnessed by the MDA will be logged on a record of concern form which can be scanned into CPOMS. MDA will speak with class teachers and it is their responsibility to decide on any further consequences and next steps if needed.
- Some children have SEN and will have bespoke behaviour systems and plans- these are written by the SENCO, Pastoral Lead and class teacher. Their behaviour will be managed differently using appropriate tools and resources to aid development and improvement.
- It is our ethos that we will make provision for a child to achieve socially and emotionally but when, in spite of this, behaviour is unsafe and violent and prevents the education of others, fixed term or permanent exclusions may apply (link to exclusion policy).

In some circumstances based on age, needs and the child's mental well-being, parents may be asked to support school by providing the child an agreed amount of time either on or off site to help regulate. This is based on a child centred approach. If the child is taken off site for an agreed amount of time it is done with the full agreement of both parents and school. The child must be returned to school at an agreed time. (This would be less than a school day and most likely a half day or less.) This is deemed the best way to protect the child's mental health and well being. If this happened over a registration period e.g. lunchtime this would be coded as a 'I' code on the register.

Prohibited Items and searches

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have prohibited items or any other item that the school deems as harmful or forbidden.

Prohibited items are anything deemed inappropriate to be in school.

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

Poor behaviour beyond the school gate

Schools are empowered to tackle behaviour beyond the school gates. For example, during an off-site visit or when the child is wearing our school uniform or is in any other way identifiable to our school. At Elworth, should these rare instances occur, we will follow the guidance in this behaviour management policy.

Equality Act 2010

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to.

As a school, Elworth CE Primary cannot unlawfully discriminate against pupils because of their sex, race, disability, religion/ belief or sexual orientation. The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil in the way it provides education for its children or how it deals with negative behaviour.

We recognise that there may be rare occasions when a pupil's behaviour is of significant concern and the right course of action, in line with their behaviour, is an suspension/exclusion. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child (see Exclusions Policy)

Bullying/Child-on-Child Abuse

Bullying or child-on-child abuse is the repetitive, intentional harming of one person or group by another where the relationship involves an imbalance of power. Bullying includes deliberate hurtful behaviour, repeated incidents and behaviours that are difficult to defend against and can be emotional, physical, verbal, cyber or prejudice-based. The school operates a **zero-tolerance** approach to bullying. All reports will be treated seriously, investigated promptly and recorded. Responses will prioritise the safety and wellbeing of victims, use restorative practice to repair harm, apply proportionate sanctions to perpetrators and involve parents and external agencies where appropriate.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	EXAMPLES
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic/biphobic · Transphobic · Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, upskirting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

It may involve one incident but is more likely to be spread over a period of time. In both incidents a positive response is required. All staff employed at the school will work together to ensure a zero tolerance of bullying through a spirit of love, kindness and forgiveness.

There is zero tolerance at Elworth CE for any form of bullying, abuse or discrimination of any kind.

All staff treat all forms of bullying seriously, and seek to prevent it taking place. All incidents will be taken seriously and dealt with impartially and promptly. All those involved will have the opportunity to be heard and will be supported whilst the incidents are investigated and resolved.

The following procedure outlines the steps to be taken in response bullying allegations or incidents (this is a guide as procedures may change on a case by case basis)

1. Following the report of bullying the staff member in receipt of this information will discuss with the most relevant person (phase leader, pastoral lead, safeguarding team, SLT).
2. Appropriate advice will be given to help the victims and perpetrator
3. Staff will listen and speak to all children involved, separately (this decision is on a case by case basis and parents may be asked prior to meeting with children for their opinion on whether this takes place with parents present or not)

4. The problem will be identified and possible solutions suggested.
5. Appropriate action will be taken to quickly end the bullying or threats of abuse.
6. Appropriate consequences and sanctions will be applied (this is on a case by case basis)
7. In cases of serious bullying, racism or discrimination the parents of the perpetrator and victim will be contacted.

Strategies to combat bullying

Whole school and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for child-on-child abuse to occur. These may include:

- Embedding the school rules, particularly the value of respect.
- Ensure child on child abuse is reflected in the school aims and values.
- Raising awareness through regular anti-bullying themed assemblies and anti-bullying week.
- Use of drama and role play to help children to become more assertive and teach them strategies to help them deal with bullying.
- Educating children to understand the correct language and behaviour
- Use of the school's positive behaviour management policy to reinforce good behaviour.

Anti-discrimination and anti-racism

Purpose

- The school is committed to promoting equality for all pupils and to preventing and eliminating all forms of discrimination, harassment, bullying and victimisation. Discrimination, racism and hate incidents are unacceptable and will be challenged and acted upon promptly.

Definitions

- Discrimination: treating someone less favourably because of a protected characteristic: age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership.
- Racism: beliefs, attitudes, actions or behaviours that disadvantage people because of their race, ethnicity, nationality or skin colour; includes racist name-calling, exclusion, racist graffiti, physical assault and use of racist symbols or language.
- Hate incident: any incident perceived by the victim or any other person to be motivated by hostility or prejudice based on a protected characteristic.

Prohibited conduct

- The school prohibits discrimination, harassment, victimisation, bullying and hate incidents in any form, including direct and indirect discrimination, stereotyping, derogatory jokes, micro-aggressions and incitement to hatred.
- Pupils who engage in prohibited conduct will receive proportionate sanctions which may include loss of privileges, internal sanctions, fixed-term suspension or permanent exclusion in line with the exclusions section of this policy.

Reporting and immediate response

- Any pupil, member of staff, parent or visitor may report incidents of discrimination, racism or hate to any member of staff, the Designated Safeguarding Lead (DSL) or the Headteacher.

- Staff who receive a report must ensure the immediate safety and wellbeing of any victim; reassure the pupil that the school will take the matter seriously; record the incident on CPOMS as soon as possible; and inform the DSL/Headteacher without delay. Safeguarding procedures will be followed where appropriate.

Investigation and outcomes

- The headteacher/SLT will lead or delegate a timely, proportionate and confidential investigation that gathers accounts, witness statements and preserves relevant evidence (the decision to do this is on a case-by-case basis. Parents may be informed prior to this taking place depending on the situation).
- Outcomes will aim to: stop the harmful behaviour; provide reparation and learning (restorative conversations, apology letters, educational tasks); protect and support the victim; and apply sanctions where necessary. Sanctions will be proportionate and may include internal sanctions, fixed-term suspensions or permanent exclusion.
- Formal outcomes will be provided verbally to parents.

Record keeping, reporting and monitoring

- All incidents, investigations and outcomes will be recorded centrally on CPOMS. The DSL and SLT will review records termly to identify trends by protected characteristic. The Headteacher will provide anonymised termly summaries to the Governing Board which will monitor patterns and hold leaders to account for reduction and effective responses.

Support and remediation

- The school will offer age-appropriate restorative interventions and targeted support for pupils who display discriminatory behaviour to address underlying attitudes and reduce recurrence. The school will refer to external agencies where specialist support is required and provide pastoral support for victims.

Legal duties and liaison

- The school will act in accordance with the Equality Act 2010, Keeping Children Safe in Education and relevant DfE guidance. The school will cooperate with parents, external agencies and the Local Authority where required and will refer alleged criminal behaviour to the police when appropriate.

Advice for Parents

Parents who may be concerned that their child might be subject to bullying should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head teacher. Parents have a responsibility to support the school's behaviour policy, actively encouraging their child to be a positive member of the school.

Here are some things you could do:

- Discuss friendships, how playtime was spent and the journey to school.
- Keep a record of incidents who, what, where, when.
- With an appointed member of staff, devise strategies - places, people and avoidance.
- Encourage son/daughter to tell an adult.

Linked Policies and Legislation

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Searching, Screening and Confiscation guidance 2022](#)

It is also based and should be read in conjunction with the following school policies

[Child Protection and Safeguarding Policy](#)

[SEND Policy](#)

[Exclusion Policy](#)