Shocklach Oviatt
C.E. Primary School

We aim high in our hearts and minds as we blossom in God's garden.

Behaviour and Relationships Policy

"Make allowance for each other's faults, and forgive anyone who offends you. Remember, the Lord forgave you, so you must forgive others. Above all, clothe yourselves with love, which binds us all together in perfect harmony."

Colossians 3: 13-14

Date: September 2026

Review Date: September 2027

We aim high in our hearts and minds as we blossom in God's garden.

Blessed is the one who trusts in the Lord and whose confidence is in Him. They will be like a tree planted by water… and never fail to bear fruit. – Jeremiah 17:7-8

Our school vision enables all members of the school community to blossom and reach their God-given potential. Within our inclusive school, everyone is treated with dignity and respect. The values of joy, kindness, wisdom, perseverance, thankfulness and compassion underpin our school behaviour and relationships policy.

Introduction and Purpose

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to blossom in a loving and hospitable community. We are committed to providing a warm, caring and safe environment for all our pupils so that they can learn and play in a relaxed and secure environment. In order to do this, we follow the example of Jesus, who taught us to 'love one another as I have loved you.' (John 13:34).

Our school works within the recommendations of The Equality Act 2010 and guidance from the DfE, 'Behaviour in schools. September 2022.'

'…every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption…the values, attitudes, and beliefs they [the school] promote and the social norms and routines that should be encouraged throughout the school community.' (Behaviour in schools, 2022)

Christian values directly inspire and influence the pupils to recognise their self-worth and flourish, enabling them to make the wise choices that will continue to enable them to blossom.

We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach so that all pupils develop positive mental health and resilience, enabling them to fully engage in life and learning to prepare them for 'life in all its fulness'.

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all and support is offered to those having difficulty meeting those expectations.

This policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work collectively with the common purpose of helping everyone learn together.

Aims and objectives of this policy

This Relationships Policy aims to:

- ensure that, as a school, we create an environment of safety that has strong, positive and supportive relationships at its heart, in which all pupils can learn and reach their full potential;
- ensure expected standards of behaviour and conduct are shared with the school community;
- ensure all members of the school community understand, support and promote the principles underpinning this policy;
- enable pupils to develop self-discipline and demonstrate respect towards others;
- foster high levels of self-esteem, are full of joy in school and take pride in their achievements;
- ensure high standards of orderliness, to maintain a quality learning environment and opportunities for all;
- ensure the principles of inclusion are promoted and practiced through the school community.

Our School is built on positive relationships

"The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others." (TISUK 2019)

At Shocklach Oviatt CofE Primary, we pride ourselves on the sense of belonging that can be seen and felt within our school. This is established through a warm and supportive Christian ethos where we aspire for all feel cherished. Our Christian faith is at the heart of everything that we do, thus all members of our school community are encouraged to follow Jesus' example of showing love and compassion to all.

"The culture is set by the way that the adults behave." (Paul Dix 2017)

The adults at Shocklach Oviatt CofE Primary understand their emotional state determines the climate of their classroom. Positive relationships impact positively on both pupil and staff wellbeing. If adults build effective relationships with pupils; control their own emotional responses to challenging situations; help pupils to develop healthy relationships with their peers, then the rewards will be rich: improved behaviour, increased confidence, better progress and the development of skills essential for success in life.

Adults who have knowledge about their pupils are better able to teach them. In our school, the adults and pupils talk, share experiences and participate in activities together – this enables an engaged learning environment.

School Expectations

We expect all pupils to "aim high in hearts and minds." This will be demonstrated through Christian values. This is demonstrated through our one school rule: we make wise choices.

We recognise that most pupils self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these pupils, and those who may not behave appropriately sometimes, to manage their behaviour positively.

At Shocklach Oviatt CofE Primary, we have the following underpinning principles:

- Positive relationships are imperative to our practice between all members of our school community;
- Pupils and adults have a sense of belonging, feeling safe, secure and valued;
- The importance of fostering social relationships in a school community of mutual engagement;
- Responsibility and accountability for one's own actions and their impact on others;
- Respect for other people, their views and feelings and circumstances;
- Empathy with the feelings of others affected by one's own actions;
- Active involvement of everyone in school;
- A willingness to create opportunities for reflective change in pupils and staff.

Responsibility of Staff

All school staff will:

- Create a calm and purposeful classroom atmosphere;
- adopt ways of developing relationships with our pupils, their families and each other;
- be specific and consistent about what is expected and what is unacceptable;
- deal effectively with distressing behaviour, remembering that it is not the child that is disliked but a particular action;
- not use punitive approaches in response to pupils' behaviour, such as the use of isolating or denying curriculum access;
- adjust their expectations for our pupils in accordance with their developmental capabilities and experience of traumatic stress. This sometimes involves removing vulnerable and traumatised pupils in a kind and non-judgemental way from situations they are not managing very well;
- be aware of individual's needs and triggers ensuring preventative methods, such as distraction, the option of a change of space, are in place;
- strive to be good listeners, empathetic and understanding;
- communicate with parents (but not in front of the child);
- set an example to the pupils in all matters;
- will positively frame corrective language:

- Ask the pupils, “Are you okay?” instead of, “What are you doing?” this really diffuses confrontation and helps to develop positive relationships.
- “I need everyone listening, thank you,” instead of, “Stop talking!”
- “I need you facing this way and getting on with your work, thank you,” instead of, “Turn around and stop distracting others.”
- - “I need everyone walking, thank you,” instead of, “Stop running!”

- Will log incidents on CPOMS (our internal recording system). The SLT team, will hold termly planning meetings to decide on the best course of action based on patterns that may emerge for individual pupils;
- • keep up-to-date with training including updated policies, PDMs (Professional Development Meetings) and INSET training days;
- • staff who may need to use reasonable force or other restrictive interventions will receive formal training to ensure safe and lawful practice.

Responsibility of Parents

We believe that parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school.

Parents are expected to:

- work in partnership with the school to support their children’s learning and development;
- ensure that pupils arrive at school on time and in full school uniform;
- support the school’s expectations, Christian values and ethos;
- speak to the class teacher (but not in front of the child) to discuss any concerns regarding the behaviour of your child or any other child;
- inform school if circumstances at home may impact on their child’s wellbeing or behaviour.

Responsibility of Pupils

Pupils are expected to:

- know the school expectations and engage in discussions about them;
- adhere to the school expectations, including during off-site visits, and when travelling to and from school;
- support other members of the school community in promoting the expectations of good behaviour.
- come to school ready to learn including not bringing into school any item which is banned. (See Appendix 1)

Rewards

The key to a successful system is not so much the different rewards in use but rather that pupils are made to feel special when they have done their best and have gone ‘above and beyond’.

We have a variety of praise systems to promote good behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged through collective worship and class time (including the agreement of Class Charters at the start of each academic year) to ensure that all pupils understand what is appropriate;
- Verbal and written praise from class teachers and other adults in school for good learning, effort and behaviour;
- Pupils who have demonstrated great learning will be asked to share this with other adults and other classes;
- Teachers will share information about a child's behaviour – either by phone, face-to-face or social media – to celebrate appropriate behaviour;
- Every Friday, 'Aiming High' Collective Worship will be held where pupils will be recognised for their excellent learning (Aiming high in minds certificates) and the modelling of Christian values (Aiming high in hearts certificates). These are done with parents/carers so these can be celebrated as a whole school community.

Behaviour Management

Our school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. In order to ensure this, the school manages behaviour through positivity. To do this, adults and pupils:

- work to ensure positive, professional and mutually respectful relationships are developed between staff, parents/carers and each pupil;
- praise appropriate behaviour;
- use restorative practices as a proactive measure to de-escalate situations and to explore, restore and repair relationships; (Appendix 2)
- reconcile and forgive - these are modelled and promoted by staff.

We understand that occasionally pupils will behave inappropriately for whatever reason. When pupils display this behaviour, there are several layers of interventions in place to encourage them to manage their behaviour in a positive way. As practitioners, we will always remember that 'all behaviour is communication' and will think carefully about what it is that the child is trying to communicate. We realise that this can be different for every child, who has their own needs, and so may look different in each individual case (Appendix 3).

As much as all classrooms embody a nurturing ethos, some pupils may need extra support through nurture provision. This may be on an ad-hoc basis in that there has been an unforeseen circumstance that has affected a child's wellbeing. Other pupils, who may need more specialised support, will be identified in order to support gaps in their development. They will have a short-term set timetable to spend time in nurture provision before being integrated back fully into class.

Pupils can be identified by class teachers as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a child receiving extra support from ELSA, Mental Health First Aid or through conversation with a trusted adult. This can take place outside, in one of the beautiful spaces we have or in an area where the child is most comfortable.

Pupils who need extra support may have a support plan. These plans will be written and reviewed by the class teacher.

A child is NEVER defined as 'naughty'. It should be explained that they have made an unwise choice. Pupils should know that they are allowed to make mistakes and can learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child.

Our Approach to Behaviour Management

Our approach is based on:

RESPECT: for everyone by listening to other opinions and valuing them

RESPONSIBILITY: taking responsibility for your own actions

FORGIVENESS: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated. Working together through supportive processes to solve problems.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry. If conflict arises, over low-level issues i.e. friendship breakups, dispute over games and not responding to reasonable adult requests: What's happened? Who has been harmed and in what way? What needs to happen in order to put things right? How can we make sure that this doesn't happen again?

When using restorative questioning, the conversation will always be asked in a quiet and appropriate area. Questions will be asked first to the person who has been harmed and then to the harmer. Practitioners will centre the conversation around our core Christian values, bringing the pupils to 'forgiveness' as the way to move forward and reconnect.

As part of feedback to parents (which may or may not be appropriate), it should always be made clear to the parent that the situation was dealt with and is finished as all parties involved left feeling that the situation had been resolved.

Break times

Making good choices is an expectation which extends throughout the school day. At break and lunch times pupils are required to play and socialise in a way that respects others. Support for play times includes:

- equipment to play with in a constructive and supportive manner;
- Teaching pupils to play games with their friends;
- Teaching Assistants and Learning Support Assistants are available to support pupils who find playtimes challenging.

Pupils who are struggling to make wise choices during this relatively unstructured time will be asked to sit on one of the outdoor benches to reflect on their behaviour. The class teacher must always be informed of any incidents involving pupils in their class as soon as possible. All incidents must be logged on CPOMS.

Bullying

Bullying, of any sort, is not acceptable in our school. Please see our anti bullying policy and our e-safety policy.

Behaviour Outside of School Off-Site Visits

The expectations provided in this policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit. The expectations also apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses will be in line with this policy and will involve the pupils' parents or carers.

Physical Contact with Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- Holding the hand of a pupil;
- Comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use equipment;
- To demonstrate techniques;
- To administer first aid.

Positive Handling

There are rare occasions when a member of staff may have to use reasonable force, using the TEAM TEACH approach, to protect pupils from injuring themselves, others or causing damage to property. This is in line with section 550A of the 1996 Education Act.

For most pupils, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However sometimes we have to take further steps, including restrictive interventions and reasonable force, for the sake of the child and his or her peers. These steps may be escalated in a crisis situation.

Restrictive interventions include actions that limit a pupil's movement (e.g. physical restraint) and seclusion. Reasonable force means using the minimum necessary physical contact for the shortest time to prevent harm, disorder, or serious damage. It must never be used as a punishment.

Seclusion will only be used if it is necessary to prevent harm and when other de-escalation options have failed. It should be time-limited, monitored and recorded in the same way as other restrictive interventions (below).

We recognise some pupils may not respond to our usual school behaviour system and in order to meet their needs we will set, through collaboration with parents and pupils, termly goals. If necessary we will seek advice and support from outside agencies. We prioritise proactive prevention and de-escalation strategies to reduce

the need for restrictive interventions. Individual risk assessments and behaviour support plans will be developed with parents and relevant professionals where necessary.

Recording and Reporting Restrictive Interventions

All significant incidents where a restrictive intervention (including reasonable force or seclusion) is used must be recorded objectively and promptly. Records should include:

- who was involved;
- circumstances leading to the intervention;
- details of the intervention used;
- de-escalation strategies applied;
- any injuries or support provided.

Parents/carers will be informed as soon as practicable after each incident. Any incidents will be reported to a member of the Senior Leadership Team.

Pupils with Special Education Needs and Disabilities

Those pupils with Special Education Needs and disabilities (SEND), as well as those with additional challenges that some pupils may face, will be taken into consideration when working through any occurrences of undesirable behaviour. The school acknowledges that learners with distressing behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's Inclusion Manager and will have a support plan in place. Other agencies may become involved to assess the needs of the pupil. The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, the school aims to ensure the pupil receives appropriate support.

In tracking triggers for distressing behaviour, ABCD charts will be used. These will be sent home, as well as a record kept in school, to monitor behaviours and to ensure reasonable adjustments are made in order to support our pupils.

Exclusions

The school will apply exclusions as a last resort and after all other interventions and support strategies have been applied (unless it is seemed an appropriate course of action as a result of a significant and serious incident).

The school conforms to the Local Authority and DfE Exclusion Guidance.

Suspensions are deemed as serious by the school. Parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion. If a pupil is excluded for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the exclusion going beyond day 5, alternative education provisions will be made by the school.

Following a suspension, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare and is never used for vulnerable pupils (eg for those who are 'Looked After' by the Local Authority or who have high SEND needs). In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

The Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Executive Headteacher and Head of School in carrying out these guidelines. It is the responsibility of the Governing Body to ensure that the policy is administered fairly and consistently and to monitor exclusions.

Date of Policy: September 2026

PERSON RESPONSIBLE FOR POLICY:	***CAROLINE MACKENZIE AND MICHAEL HEATHCOTE***
APPROVED:	
SIGNED:	
TO BE REVIEWED:	

Appendix 1

Banned items:

- knives or weapons
- • alcohol
- • illegal drugs
- • stolen items
- • tobacco and cigarette papers
- • fireworks
- • pornographic images
- mobile phones, computers or other devices that have not been approved by the executive headteacher and/or head of school
- • any article that the member of staff 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).

Appendix 2

Strategies that could be used for low level behaviour management:

- Every child that you come into contact with needs to know that you like them.
- Develop the pupils' self-belief, self-efficacy and motivation. Remember the self-fulfilling prophecy.
- 5:1 positive praise for small achievements (this could be whole class or on an individual level)
- Recognition board (Paul Dix)
- Pick up on correct behaviour of others around them e.g. 'super sitting' (child next to) etc.
- Commentate on expected behaviour e.g. 'I can see you are working well as a team here, sharing your ideas well' etc.
- Supporting suggestions e.g. 'Perhaps sitting here might help you to focus?' instead of 'sit near me!'
- 'Is there something we can do to help you concentrate?' instead of 'sit at the focus table!'
- If fiddling with items, remove without comment (so as not to break flow of teaching)
- Consider giving jobs or roles to focus during whole class teaching e.g. choosing sticks, making notes on whiteboard at the front of class etc.
- Consider giving a job or role to break up a session if there is silliness or distraction e.g. 'Please take this note to Badgers'
- Shared language (Our ways of working CWAC)
- Check in on your own emotions
- Think about 'What is the cause?'
- Comment on the behaviour, not the child.
- Create a safe environment: allow pupils to have a forced choice in the seating plan e.g. adapting seating to support sensory needs; approach pupils calmly & quietly and at eye level, if they are seated; do not enter pupils' personal space without talking to them first.
- Be willing to apologise if you have got something wrong.

- Keep your promises.
- Ensure that our Christian values are engrained in everything you do.
- Develop predictable routines and be predictable in your own behaviours. ('There's nothing worse than having someone in the staff room who can be all smiles one minute and then a complete misery the next.' *A School Without Sanctions*)
- Where possible, remove distractions from the room e.g. have an organised workplace for each student and a clutter free classroom.
- Let the pupils know that making mistakes and failing at things is okay.
- Get the pupils active: use 'The Golden Mile'.
- Instead of delivering an instruction, give choices. Use a 'Choice Script': *You are in control of this situation. I can help you to make wise choices, but you are the one in charge of your decision-making. You have chosen to speak to me at break.*
- Don't be drawn into an argument.
- Ask the child to move seats, but for a set period of time.
- Ask the child to leave the room: the way you do this makes all the difference. Be calm, but assertive, paying minimal attention to the negative behaviour. It is the inappropriate behaviour that is being exited, not the child. *The group is healthier when you are a part of it and I will be really happy to welcome you back if you can leave the behaviour outside of the room.*

Appendix 3

STAGE	Characteristics	Interventions and suggested Responses
Low level	Calling out/attention seeking Interrupting others Ignoring whole class instructions Incomplete learning tasks Being off task	Highlight positive behaviours Reinforce expectations through praise Quiet conversations/reminders Investigate barriers to learning and triggers
Medium level	Taking possessions belong to others Persistent disruptive behaviour Deliberately creating a disturbance in the classroom Arguments with other pupils (including name calling, aggravating, deliberately causing annoyance) Increasing incidents of ignoring instructions Offensive language General lack of effort in learning	Apply positive strategies as above Preventative actions (distraction, child always at the front of the line, sending table groups at different times) Discussion and thinking time (outside of class time) Restorative questioning Relationship building (outside of class time) ELSA Record of incident on CPOMS (ABCD) Discussion with parents Investigate barriers to learning and triggers
High level	Serious challenge to authority Intentional physical harm of others (including biting*) Repeated and sustained ignoring instructions Leaving the classroom without permission Malicious allegations against others Deliberate damage to property Prolonged lack of effort in learning One off racist or homophobic incident	Removal from the situation and de-escalation Discussion and thinking time (outside of class time) Restorative questioning Relationship building (outside of class time) ELSA Reward charts or behaviour contract Record of incident on CPOMS (ABCD) Meeting with parents Fixing something that has been broken or tidying Paying for damage caused (as per remissions policy) Investigate barriers to learning and triggers
Bullying	Bullying	Behaviour plan in place Report card overseen by EHT or HoS Regular review meetings with parents Involvement with outside agencies
Serious	Repeated bullying Repeated serious challenge to authority Serious intentional harm of others Leaving school boundary without permission Bringing banned substances/items to school Serious destruction of the school environment	Suspension Permanent exclusion