



STAPELEY BROAD LANE CE SCHOOL

Relationships, Belonging and Behaviour Policy

Written in line with KCSiE
Reviewed June 2026

Overview

This policy aims to create a school culture where every child feels safe, valued, respected and connected. We believe that positive relationships are at the heart of learning, wellbeing and personal development.

Our approach is rooted in the principles of respect, kindness, compassion, responsibility, forgiveness and inclusion. We recognise that behaviour is a form of communication and that strong relationships between pupils, staff, families and the wider community provide the foundation for positive outcomes.

Through nurturing relationships, clear expectations, restorative practices and consistent support, we help children develop the skills they need to manage emotions, build healthy relationships and become responsible members of society.

At Stapeley Broad Lane CE Primary School, we believe that positive relationships are the foundation of a successful school community. Through connection, compassion, consistency and restorative practice, we create a culture where every child can belong, thrive and flourish. Our approach combines high expectations with high levels of support, enabling children to develop the skills, values and relationships they need for lifelong success.

Our school has 4 simple rules – Be **Ready**, Be **Respectful**, Be **Kind** and Be **Safe**. This ensures clear and consistent rules which promote good relationships, so that people can work together in an effective and considerate manner, with the common purpose of helping everyone to learn. Our relationships policy is not primarily concerned with rule enforcement but with developing an ethos of kindness and cooperation.

Aims (Values in bold type)

The aims of our Relationship Policy are to:

- To build a culture of belonging where every child feels known, valued and respected.
- To develop positive, trusting relationships between pupils, staff, families and governors.
- To teach and model respectful, kind and responsible behaviour.
- To support children in understanding emotions, repairing harm and resolving conflict.
- To create safe, calm and inclusive learning environments.
- To ensure responses to behaviour are relational, restorative, fair and proportionate.
- To celebrate positive contributions and strengthen community connections.

Legislation, statutory requirements and statutory guidance

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](#)

➤ [Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

› [Supporting pupils with medical conditions at school](#)

› [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

› [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

› Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

Definitions

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Consequences in order to be dealt with more quickly by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Behaviour of concern is defined as:

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

Serious behaviour of concern is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Anti-Bullying Policy)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93, Education and Inspections Act. Staff only intervene physically to restrain children to prevent injury to a child or the escalation of a physical disagreement or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the positive handling of children. (See Restrictive Interventions Policy).

The role of class staff

It is the responsibility of class staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Class staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Class staff treat each child fairly according to needs and stage of development, and enforces the classroom code consistently. The class staff treat all children in their classes with respect and understanding.

The role of the headteacher

It is the responsibility of the headteacher to implement the school relationships policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher monitors the behaviour of all pupils through the logs of incidents on CPOMS (our online recording tool), liaising with staff, pupils and parents where records begin to show a concerning pattern.

The headteacher keeps records of all reported serious incidents of behaviour of concern.

The role of parents

The school collaborates actively with parents when necessary, so that children receive consistent messages about how to behave at home and at school.

We explain the school's expectations in the school newsletter, and we expect parents to read them and support them.

We expect parents to support their child's learning and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we begin to have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, the parent should refer to the school's complaints procedure.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of 'support and accountability' and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's relationships policy and 'support and accountability', but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The role of pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's relationships policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the relationships policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Relationship Expectations and Community Values

The Stapeley Way – Our school rules

Our four simple school rules are further explored and explicitly taught in class, worship and other school experiences. For example, they might be expanded as follows:

- Be **ready** - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
- Be **respectful** - I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.
- Be **kind** - I will be kind and look after myself, others and the environment.
- Be **safe** - I will keep my hands and feet to myself and follow instructions from adults.

These expectations help us build positive relationships and create an environment where everyone can learn, flourish and feel safe.

Restorative and Relational Practice

We believe mistakes are opportunities for learning. When difficulties arise, our first priority is to understand what has happened, support those affected and repair relationships. Restorative conversations help children develop empathy, accountability and problem-solving skills.

It is a philosophy that guides the way we act in all our dealings. The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. It is about a fair process, allowing everyone the opportunity to freely express their emotions. We use restorative questions to talk through any problems or arguments that occur. Questions are asked to everyone involved so that a discussion is developed, and the questions will encourage everyone to think about their feelings, the feelings of others and ways to move forward. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them. (see Appendix 1)

Relationships First Approach

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door** and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- Adults seek first to connect before correcting.

Staff will work to:

- Build trusting relationships with pupils.
- Maintain high expectations alongside warmth and compassion.
- Be curious about the reasons behind behaviour.
- Support emotional regulation.
- Teach relationship skills explicitly.
- Restore relationships after incidents.
- Work collaboratively with families

Behaviour Support for Individual Pupils

Where the class teacher has concerns over the behaviour of a child in their class, they will seek support from the SENCO or headteacher. At this stage, bespoke behaviour management systems may be used in an attempt to improve behaviours. Staff are trained to deliver a vast range of short-term interventions and group activities to promote positive behaviours and friendships, and will usually deliver these as our first response to concerns. Where further support is necessary, staff will liaise with external agencies (for example the outreach support of local specialist provision), to support and guide the behaviour of the individual child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Our behaviour pathway



- Reminder
- Final warning
- Space to cool off / calming time
- Miss partial breaktime/In another class > in another designated space
- Follow up / reparative conversation

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Suspension (1-2 days)
- Longer Suspension (3-5 days)
- Permanent Exclusion



Responding to behaviour

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour of concern may be linked to them suffering, or being likely to suffer, significant harm, abuse or neglect.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy on the school website for more information

Celebrating Positive Relationships

Celebrate:

- Kindness
- Teamwork
- Empathy
- Respect
- Responsibility
- Inclusion
- Service to others
- Positive citizenship

not just compliance.

Response to Positive Behaviours

- Every week, a **Celebration Worship** is held in school, during which the children are rewarded for good behaviour, positive attitudes, progress in learning and attainment. **Praise and positive comments** are given readily. Class and supply teachers, lunchtime supervisors and support teachers are all encouraged to comment on good behaviour.
- **House points** are given out by all members of staff, for good effort, excellent work, exemplary behaviour, or for demonstrating our school and Christian Values. At the end of each term, the winning house is presented with the Housepoint Trophy and the two children with the most housepoints in their class receive a certificate.

Above and Beyond Recognition

- Children will be recognised for their good behaviour.
- Children will be put on recognition boards when they have exhibited the target behaviour linked to the school rules and/or values. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise.
- Certificates, housepoints and other positive messages will be celebrated weekly and at the end of term.

Responding to Relationship Difficulties and Behaviour Concerns

The school employs a number of consequences to ensure a safe and positive learning environment. We employ each consequence appropriately to, and in consideration of, each individual situation (See appendix 1)

When dealing with behaviour that falls below the expected standard around school, adults will:

- use the **School Rules** as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy;
- ensure that the child understands why his/her behaviour is not appropriate;
- seek to avoid confrontation and demonstrate **compassion** through active listening and **forgiveness** where there is an acknowledgement of wrong doing;
- establish the facts and reserve initial judgement;
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable;
- if necessary, removal of privileges will be used as the principal consequence, including withdrawal from off-site events.
- use restorative responses sparingly but consistently. When dealing with behaviour that falls below the expected standard within the classroom, teachers will deal with classroom problems, whenever possible, within the classroom.
- Model and use emotional regulation
- Encourage children to recognize their own emotions.
- **Children are praised publicly and reprimanded in private.**

Reasonable force (See Use of restrictive interventions policy)

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 restorative response
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching and confiscation

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school visit.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to cooperate, the member of staff will contact the headteacher/deputy) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Off-site behaviour of concern

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means behaviour of concern when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school

- Wearing school uniform

- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the behaviour of concern:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online behaviour of concern

The school can issue behaviour consequences to pupils for online behaviour of concern when:

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to 'support and accountability' the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to 'support and accountability' the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Suspension and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary

The school has therefore adopted the standard national list of reasons for exclusion, and the Department for Education's guidance. We refer to this guidance in any decision to exclude a child from school.

Exclusion occurs:

- a) in response to serious breaches of the school's behaviour policy/rules
- b) where a child's poor behaviour is persistent and, despite the school's best efforts, there is no significant improvement.
- c) where the pupil is jeopardising their education or welfare, or the education and welfare of others in the school community.

The headteacher has the responsibility for issuing suspensions to individual children for serious acts of behaviour of concern. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Responding to behaviour of concern from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of behaviour of concern arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour of concern will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of behaviour of concern will be made on a case-by-case basis.

When dealing with behaviour of concern from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured, and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviour of concern, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This may include:

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit within the sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

Use of the nurture room to help pupils regulate their emotions during a moment of sensory overload

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENCO) may 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured, and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Application and scope of this policy

This Relationships Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off-site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of behaviour of concern, including brief notes for minor incidents and full records on CPOMS for those of a more concerning nature.

The headteacher keeps a record of any child who is suspended or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 - The Stapeley Behaviour Blueprint

Our Rules	Visible Adult Consistencies	Above & Beyond Recognition
Be ready Be respectful Be kind Be safe	Daily meet & greet Calm, consistent and fair First attention to best conduct -catching children 'doing the right thing'	Class recognition boards Star of the week certificates Housepoints/Badges Headteacher / SLT praise

Stepped Consequences

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils, which in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Stepped Consequences

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

1. REMINDER (reinforce 4 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe, Kind).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. FINAL WARNING:

I noticed you chose to ... (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you will move to ...

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

SPACE TO COOL OFF:

3. IN ANOTHER CLASS > 4. SOMEWHERE ELSE

3. MISS SOME BREAKTIME/IN ANOTHER CLASS

I noticed you chose to ... (state the noticed behaviour).

You need to go to ... (state the classroom or miss some breaktime). I will come and speak to you at the end of the lesson.

- 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.
- Child escorted to designated colleague / follow-up to check child has arrived
- Possible removal of privilege/playtime.
- Teacher must provide work/activity for the child to complete and communicate this to colleague.
- If behaviour improves, return to class. If not or if child refuses, move to Step 4.

For regular occurrences:

Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention.

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Year 2. I will come and speak to you at the end of this lesson. Thank you for listening.'

4. SOMEWHERE ELSE

I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them

(tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson /next break /end of the day.

- Child escorted to / collected by appropriate adult.
- From remainder of lesson through to a half day working alone without causing further disturbance.
- Possible removal of a privilege/playtime.

- Teacher must provide work/activity for child to complete as soon as possible after removal.
- Record on CPoms.

For regular occurrences:

- Discussion with Phase Lead / SENCO / Head Teacher as appropriate.
- Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.
- Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.
- Referral to multi-agencies i.e. Behaviour Support / Ed Psych, etc.

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mrs Ailsby/Mrs Holden and you will need to complete your learning in her office. I will come and speak to you at the end of the day. Thank you.'

SPECIFIC PLAYGROUND CONSEQUENCES

Adults MUST follow the stepped consequences above, adapting steps 2-4 as below.

You need to: 2. Stand by other staff member 3. Sit on the bench 4. Go inside to ...

I will come and speak to you in two minutes. (ENSURE YOU DO!)

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
6. How have they been affected?
6. **What should we do to put things right?**
7. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.