Behaviour and Relationships Policy

Policy reviewed Sept 2025

Agreed by governors March 2026

This policy should be read in conjunction with our policies on Anti-bullying, PSHRE, Online Safety and Suspensions and Exclusions.

Thelwall Infant School and Nursery is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour and Relationships policy guides staff to teach self-discipline not blind compliance. It echoes our values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

Purpose of this policy

The policy aims to:

- Promote high standards of behaviour across the school and provide a consistent approach to effective behaviour management.
- Develop effective relationships between all members of the school community based on mutual respect.
- Promote our 'values' of friendship, co-operation, happiness, respect, honesty, thoughtfulness and perseverance.
- Promote teamwork and a sense of belonging through school rules, shared consistent expectations and code of behaviour.
- Communicate the school's values and procedures regarding behaviour to parents, staff, pupils and governors.
- Create an atmosphere of harmony and co-operation with the children.
- Encourage care and consideration for others and property.
- Ensure that our approach to behaviour management is firm, fair, and easy to understand and implement.
- Ensure that all staff understand their responsibilities in managing behaviour and following the school's procedures appropriately.
- Promote the rights and responsibilities of pupils and staff.
- Ensure that effective teaching and learning can take place.
- Ensure lessons and play times are happy and safe

We achieve these aims in the following ways:-

- Establishing good relationships.
- Through a consistent approach.
- Good role models of adult behaviour - parents, teachers, support staff, governors.
- Delivering a curriculum that ensures children are well motivated.
- Using humour to help children to enjoy their work and behave well.
- Using praise.
- Good organisation of the learning environment.
- Adapting learning to meet the needs of all children
- Nurturing self-esteem - criticising the act NOT the child.
- Being aware of children's rights :-
  -to be treated fairly
  -to have their problems and complaints listened to

-never have their time wasted.

Rationale

We believe that good behaviour and positive relationships are essential in maintaining a secure, safe and happy school where effective learning can take place. We know that good behaviour and the development of personal and social skills have an enormous impact on children's learning in all other areas. All members of staff are committed to creating a calm, consistent and safe learning environment in which each child is able to develop their skills, knowledge and talents, and experience success.

Our behaviour and relationships policy aims to encourage all members of the school community to value themselves and others and acknowledge the importance of developing positive relationships based on mutual trust and respect.

Pupils have the right to learn in a class free from disruptive behaviour, to know what is expected of them and to receive positive recognition and support. They have the responsibility to follow school rules and not to disrupt the learning of others.

All staff have the right to work in an environment where they are treated with respect by pupils and parents, and the responsibility to effectively manage disruptive behaviour and maintain positive relationships.

In keeping with the principle of inclusion, we believe that there must be an acceptance by both staff and pupils that every child is different.

Guidelines

The Headteacher and Governing Board have a statutory responsibility to promote good behaviour and positive relationships in the school. They will be supported by all staff in discharging this function. The Behaviour and Relationships Policy will be made known throughout the school and brought to the attention of pupils, parents and staff annually by the Headteacher. See appendix 1 for summary 'Blueprint' which will be shared regularly with all stakeholders.

An agreed set of rules will be implemented to ensure the safety of children and adults and the smooth running of the school. These rules are:

- **Be Ready (to learn)**
- **Be Respectful**
- **Be Safe**

The 5 pillars of Thelwall Infant and Nursery behaviour and relationships policy are:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up conversations

We will acknowledge and reward behaviour which goes **over and above** the expected standard.

This will be consistently applied across the School through:
Each class will display and use **'Amaze Boards'**. The principle of them is consistent: we are one team, focused on one learning behaviour and developing positive relationships. We pursue the behaviour we want by enthusiastically recognising it and reinforcing it. The Amaze boards foster a positive interdependence in the classroom, but there is no prize/material reward.

Celebrating consistently good behaviour

. Each member of staff will send home at least one 'positive note' each week in recognition of children's consistently good behaviour.
· A weekly good work assembly will be used to celebrate good work and good behaviour. These are linked to our core values. (See PSHRE policy and values)

Steps to dealing with behaviour that is below expectation

When a child's behaviour falls below our expected standard, staff use regular de-escalation strategies and nurturing conversations in the first instance to help the child improve their behaviour. Where this does not enable a child to make better behaviour choices, our stepped approach will be used:

- **Reminder** (with positive drive bys/reinforcements)
- **Warning** (specific and linked with rules of Ready, Respect and Safe and specific instruction on what they need to do to improve)
- **Last Chance** (with 30 second intervention (done in private if possible) including consequences). Restorative meeting at the end of the session (2 minute scripted with adult instigating)

If there is a serious behaviour incident (a child causing harm or potential harm to themselves, others or property) this will be escalated straight to step 3.

If a child does not respond to step 3 additional intervention may be needed. This 'cool off' period may include a child spending time out of the classroom (up to 15 minutes) with a different adult and having the opportunity to calm down and look at the situation from a different perspective. They will return to the classroom for their restorative conversation once they are ready to. Parents will always be informed if a child has been removed from the classroom.

Although this is a whole school approach, the language used, the length of conversations and consequences given will be adapted by staff depending on the age of the children and the specific needs of individual children.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke behaviour interventions.

For any pupil whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour further intervention will be put in place. This may include:

- Frequent and open engagement with parents.
- Providing mentoring and coaching

- Short-term behaviour plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

In extreme circumstances exclusion is possible and the Warrington regulations will be followed. A copy of these regulations can be requested from the school office.

If bullying is reported, the school anti-bullying policy will be implemented.

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

- Meet and greet all children each morning.
- Refer to '**Ready, Respectful, Safe**.'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (Amaze boards)
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Regularly celebrate learners whose efforts go above and beyond expectations.
- Encourage use of Positive Notes
- Ensure staff training needs are identified and targeted.
- Ensure pastoral support is in place for staff accused of misconduct.
- Regularly share good practice.
- Regularly review provision for learners who fall beyond the range of written policies.

We believe children deserve teachers who:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Are just and fair
- Have a sense of humour

The role of parents:

Staff will reinforce the whole school approach to behaviour and relationships by building and

maintaining positive relationships with parents by;

- Keeping parents updated about their children's behaviour.
- Encouraging parents to celebrate pupils' successes.
- Working in partnership with them when a child needs additional behaviour intervention support.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises or online and which is witnessed by a member of staff or reported to the school. The Governing Board must be satisfied that the measures proposed by the school are lawful.

Any poor behaviour when the child is:

· taking part in any school-organised or school-related activity or
· travelling to or from school or
· wearing school uniform or
· in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

· could have repercussions for the orderly running of the school or
· poses a threat to another pupil or member of the public or
· could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the poor behaviour will follow those issued by the school for poor behaviour during the school day.

Children with SEND

In the case of children with a Special Educational Need or Disability under the category of Social, Emotional and Mental Health, a different approach to managing behaviour may be used. As stated in the rationale of this policy, and in keeping with the principle of inclusion, we believe that there must be an acceptance by all members of the Thelwall Infant and Nursery school community (adults and children) that every child is different. As with any Special Educational Need, a bespoke approach may be needed.

Working with other agencies

Following any incident (in or out of school), the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures will be followed (see separate Safeguarding policy). Hate crimes, defined as those targeting an individual based on disability; race or ethnicity; religion or belief; sexual orientation or transgender identity will be reported to the police and Local Authority, under Prevent Duty where appropriate.

Suspensions and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. We will only use suspension and permanent exclusion in response to serious incidents or in response to persistent behaviour which has not improved following in school interventions.

Criteria for Suspensions

The school will suspend or permanently exclude a pupil only when: -

1. A clear ladder of other disciplinary measures and interventions have been exhausted, documented and acted upon.

2. A serious incident has occurred e.g.

● Serious violence or threatening behaviour to another pupil which causes a child to feel threatened or unsafe
● Serious violence or threatening behaviour towards staff i.e. physical contact – kicking, hitting, biting, throwing object/furniture at them
● Persistent bullying
● Endangering the health and safety of other members of the school community
● Malicious vandalism or serious damage to property

Only the Head Teacher (or Deputy Head Teacher in the Head Teacher's absence) has the authority to suspend or exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently.

Please refer to The Beam Trust Suspensions and permanent Exclusions policy for the procedure followed for suspensions and exclusions.

Recording and Monitoring

Incidents of behaviour must be logged on CPOMs if;

- A child receives more than 2 'last chances' in a week
- They are considered to be 'serious', for example causing harm or potential harm to themselves, another person or property.
- Incidents of bullying (online or in person)
- When poor behaviour is persistent and further intervention is required.

Any behaviour incidents that are recorded on CPOMS **must** be reported to parents. This will usually be alongside dialogue that is already happening with parents.

Incidents logged on CPOMS (our tracking software program) will be monitored by the Headteacher and trends identified. These will be acted upon as appropriate and reported to the CEO and Governors regularly.

Incidents of bullying, racist or violent behaviour will be reported to the governing board termly.

Power to Use Reasonable Force:

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (in line with the school's policy on physical intervention).

All safeguarding/Prevent Duty concerns will be reported to the Designated Safeguarding Leader who will follow the appropriate Local Authority and National Guidelines.

Appendix 1

Our Values **friendship, co-operation, happiness, respect, honesty, thoughtfulness and perseverance**
The 5 Pillars of behaviour and relationships

Consistent, calm adult behaviour	First attention for best conduct	Relentless routines	Scripting difficult interventions	Restorative follow up

Visible Adult Consistencies

- The adults will meet & greet every child in their class with a smile & a positive greeting.
- We all meet & greet each other with "Good Morning" or "Good Afternoon" & a big smile
- We remember to say, "Thank you", & reply with "You're welcome!"
- We expect welcoming corridors: quiet walking; hands kept to ourselves; the many allow the few through first.

We show we are part of Thelwall Infant School and Nursery by following our 3 rules:

1. Ready (to learn)
2. Respectful
3. Safe

We will acknowledge and reward 'Over and Above' behaviours through:

- Amaze boards in every class.
- Positive notes sent home every week from every member of staff.
- Weekly certificates (linked to our values) presented in our celebration assembly.

When a child's behaviour falls below our expectations, and regular deescalation strategies and 'drive by' checks have not enabled them to make better choices in their behaviour:
1. **Reminder**
2. **Warning** (specific and linked to RRS)
3. **Last Chance**
(with 30 second microscript) and consequence followed by restorative meeting (with 2 minute scripted conversation)

30 second intervention script:

- 'I've noticed that…….. you are not showing ……..(Ready, respect, safe)
- 'So now I need you to…. (move away from the others, go and work at the …table, complete this work at home) and we will have a chat at …….. (playtime, lunchtime, end of the day)
- Do you remember when I saw you… (listening really carefully, completing your writing…
- This is what I need you to do now……
- Thank you for listening.

2 minute Restorative conversation:

- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel? Who was affected?
- What should we do to put things right?
- If this happened again how could we deal with it differently next time?