

Behaviour and Relationships Policy



Policy updated by Mr Grogan (Headteacher), Mrs O'Brien (Deputy Headteacher), Mrs Malley (Assistant Headteacher), Mrs Leech (KS1 Leader), Miss Taylor (Early Years Leader) and Miss Offord (KS2 teacher) in consultation with children, parents/carers and all staff: September 2026

Policy approved by Governors: October 2026

A handwritten signature in black ink, appearing to read 'Fiona Taylor'.

Chair of Governors

A handwritten signature in black ink, appearing to read 'M. Grogan'.

Headteacher

Policy shared with staff and shared on the school website: October 2026

'Never settle for less than your best'

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BEHAVIOUR AND RELATIONSHIPS POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Introduction

It is a primary aim of St. George's Central CE Primary School and Nursery that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our Behaviour and Relationships Policy is therefore designed to support the way in which all members of our school community can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure, based on trauma-informed practice.

We provide a nurturing, caring and deeply Christian ethos that is committed to the development of the whole person and gives priority to developing and maintaining positive relationships. This permeates every aspect of the school's life, the curriculum and its delivery. Our distinctively Christian values are firmly based on the Christian Faith and are deeply embedded. *Trust, Forgiveness, Endurance, Justice, Compassion, Friendship* and *Hope* are central to our work, meaning everyone in school works to provide an environment within which children and adults can develop good relationships showing at all times, they understand and demonstrate how to be:

Ready
Respectful
Safe

We believe that our Behaviour and Relationships Policy clearly sets out how our Christian values are utilised so that all members of the school community can use them as a guideline to making good decisions in terms of behaviour, relationships and conduct in the wider world. This policy links closely with the Home-School agreement in terms of the responsibilities of the school, the family and the child. The development of positive relationships among all members of the school community is paramount in ensuring an effective learning environment where respect, care and consideration are engrained within the ethos of the school. Good discipline is the fundamental backbone to creating a safe, working environment in which all children can learn effectively and we will ensure that pastoral care, guidance and support lies at the heart of our priorities, allowing all members of the school community to grow to be the best that they can be personally, academically and spiritually.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019

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- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

Related Policies

This policy operates in conjunction with the following school policies:

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| • Acceptable Use Policy | • Anti-Bullying Policy |
| • Safeguarding, Child Protection and Family Help Policy | • Learning Environment Policy |
| • Mental Health and Well-being Policy | • Online Safety Policy |
| • Religious Education Policy | • Special Educational Needs and Disabilities (SEND) Policy |
| • Child-on-Child Abuse Policy | • PSHE, RSE and Health Education Policy |
| • Equality Policy | • Compliments and Complaints Procedures |
| • Suspension and Exclusion Policy | • Searching, Screening and Confiscation Policy |

The aim of this policy is to:

- Develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- Create conditions for an orderly community in which effective learning can take place, where there is mutual respect between all members and where there is a real concern for the environment.
- Promote positive values and good behaviour; we believe this requires a successful partnership between teachers, parents /carers, children and supporting agencies in our community and Local Authority (LA).

Children learn most effectively when they are happy, secure and have a sense of purpose and a sense of achievement.

The children are actively involved in the development/review of the Behaviour and Relationships Policy: contributing ideas in class discussions and through the School Council. They also help to reinforce the policy by active involvement in carrying out the rules and supporting the use of anti-bullying strategies within the Anti-Bullying Policy.

Values and Ethos

The creation of a positive ethos and trusting relationships for children at St. George's Central CE Primary School and Nursery is vitally important. Without mutual respect and discipline the delivery of a broad, balanced and adaptive curriculum becomes impossible. Modelling mutual respect with all members of our school community is the driving force, ensuring that effective learning and teaching can take place. Therefore it is vital that we recognise where relationships fall short of this and develop strategies for dealing with them. We aim to ensure trauma-informed approaches are at the heart of our ethos. Our role in the development of self-disciplined adults for the future is crucial. We understand that it is crucial that at St. George's Central CE Primary School and Nursery we have a consistent approach with explicit boundaries and expectations that children can anticipate our reaction and modify their behaviour accordingly. Therefore:

- Clear rules must be established, made explicit and revisited regularly.
- Staff must be consistent in their dealings with children.
- All staff should interpret school rules in the same way.
- In most cases we should respond in an agreed way with some flexibility to deal with exceptional circumstances.
- Parents/carers should be aware of the school rules and the consequences of their children's actions. Each year, parents/carers of children from Reception to Year 6 will be asked to sign our Home-School Agreement which indicates that they agree to this Behaviour and Relationships Policy, thus strengthening the relationships between school and home.

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Aims

We aim to:

- Create a nurturing, loving environment where children are guided through their feelings.
- Develop positive mental health and well-being.
- Provide a framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school.
- Create a therapeutic ethos in school whereby every member of staff responds to children's behaviour and emotions with insight and understanding based on neuroscience and trauma-informed techniques.
- Create a calm and positive ethos throughout the school where everyone feels safe, secure and valued, and where effective teaching and learning can take place.
- Build a community which values kindness, care, resilience, respect and empathy for others.
- Enable children to develop a sense of self-worth and a mutual respect and acceptance for others, and to ensure all learners are treated fairly and are shown respect.
- Develop in children a sense of self-discipline and a responsibility for their own actions.
- Support and guide children in managing potentially difficult feelings and any behaviours that may arise as a result with validation and empathy.
- Ensure that all unwanted behaviours, including inappropriate use of language, are challenged appropriately (this includes, but is not limited to, derogatory language related to the protected characteristics contained in the 2010 Equality Act – racist, sexist, homophobic, biphobic, transphobic or other discrimination).
- Use positive strategies to help pupils achieve their capabilities by celebrating their achievements.
- Develop a proper concern for the school's environment and resources.
- Ensure that sanctions, where needed, are age-appropriate, fair and aim to develop relationships in a more positive way.

Roles and responsibilities

The Governing Body will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Compliments and Complaints Procedures.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing body, and having any regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents/carers and children at least once a year and ensuring that this policy is published on the school website.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

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The PSHE leader will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages children and parents/carers with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour management in line with our Mental Health and Well-being Policy.

The Inclusion leader will be responsible for:

- Collaborating with the governing body, Headteacher and the PSHE leader, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Inclusion Leader
 - Headteacher.
 - Pastoral Leader
 - PSHE leader.
- As authorised by the Headteacher, sanctioning pupils who display poor behaviour, in line with our Behaviour and Relationships Policy.
- Developing supportive, respectful, and trustworthy relationships with each other.

Children will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define '**serious unacceptable behaviour**' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted and has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.

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- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened.
- **Cyberbullying** – the use of electronic communication, digital devices, social media, online platforms or artificial intelligence (AI) to bully another person. This includes sending unkind or threatening messages, sharing embarrassing content, impersonating others and creating or distributing AI-generated images, videos, audio recordings or deepfakes that misrepresent, mock, humiliate, intimidate or cause harm to another child, member of staff or member of the school community.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that requires the immediate attention of a staff member.

For the purposes of this policy, the school will define ‘**low-level unacceptable behaviour**’ as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness.
- Low-level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete home learning, incomplete home learning, or arriving at school without home learning.
- Disruption on public transport.
- Use of mobile phones without permission.
- Graffiti.

‘Low-level unacceptable behaviour’ may be escalated to ‘serious unacceptable behaviour’, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. Staff will know where and how to ask for assistance if they are struggling to build and maintain an effective culture of positive behaviour. Staff voice will be considered when the school develops and refines its behaviour policies and procedures. The SLT and the Headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

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Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for childrens' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Principles of Positive Relationships

Positive relationships result from a process of co-operative teamwork, including interactions with all adults and peers within the school community. We follow the **PACE Model** to increase levels of social engagement and develop trusting relationships:

P: Playful
A: Acceptance
C: Curious
E: Empathic

- A **playful** tone/humour will be used where appropriate to defuse situations.
- **Acceptance of the need** to meet the child at the level of their emotional state, for example: adjusting tone of voice and position of body.
- Remain **curious** about incidents to enable pupil voice and validation.
- **Empathic** responses used to ensure the child feels valued and respected.

Staff will encourage positive relationships by:

- Instilling our school rules of '**Ready, Respectful, Safe**' with all children and ensuring their understanding of these principles;
- Providing a welcoming and secure learning environment that gives clear messages to the children about the extent to which they and their efforts are valued.
- Praising children for their achievement and providing appropriate positive feedback.
- Providing therapeutic and trauma-informed practices when needed.
- Providing a well-ordered and organised learning environment to promote and develop independence.
- Having interactive and well maintained displays which help develop self-esteem through demonstrating the value of every individual's contribution.
- Having visual timetables to support children to understand what is coming next and to feel secure.
- Being consistent and having agreed expectations.
- Employing effective teaching methods and interesting and challenging activities to deliver our high quality curriculum.
- Acting with courtesy and consideration to all individuals.
- Organising activities during playtimes and lunchtimes and engaging children in positive play.
- Encouraging, praising and reinforcing good relationships.
- Working as a team – supporting and encouraging each other through embodying the school ethos.
- Insisting on acceptable standards of conduct, work and respect.
- Encouraging children to take responsibility for their own actions and the related consequences.
- Implementing a range of classroom management techniques to ensure calm and effective working environments.

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- Specific teaching of strategies to enable children to make suitable choices during PHSE and RE lessons and through our acts of worship and work on our whole school Christian Values.
- Ensuring fair treatment for all, regardless of ability, age, sex, race or preconceptions.
- Showing appreciation of the efforts and contributions of everyone.
- Using 'I wish my teacher knew' (Year 1 – Year 6) and Stirling survey results (Year 4 – Year 6) to develop positive, trusting relationships with children and by providing additional support to raise self-esteem of children and promote positive mental health and well-being.

Children will work towards developing positive relationships by:

- Knowing and accepting the school rules of '**Ready, Respectful, Safe**', understanding the reasons behind them and implementing them at all times.
- Praising other children for their achievement and providing appropriate positive feedback.
- Developing their understanding of others', and their own actions and being given the responsibility to manage these.
- Accepting and reflecting on the Christian or Community values evident throughout school.
- Treating others with respect, care and consideration, the way in which they would wish to be treated.
- Using age-appropriate strategies and opportunities to have a more open relationship with adults and inform them of worries, concerns, news and additional things that otherwise staff may not be aware of.

Parents/carers can support positive relationships by:

- Knowing and accepting the school rules of '**Ready, Respectful, Safe**', through agreeing to the home-school agreement.
- Praising children for their achievement and providing appropriate positive feedback.
- Actively supporting staff in developing their child's ability to take responsibility for their actions. This will be done through supportive parenting, but also through supporting the school at strategic points for development, when requested.
- Taking an active interest in the work their child completes within school and in their home learning.
- Supporting the actions of the school if reasonable consequences are enforced as the result of unacceptable behaviour.
- Speaking initially with nursery staff or class teachers should they have any concerns about the way that their child has been treated. Key Phases leaders and other senior staff may then be involved and then the Headteacher. At our Lancaster Avenue Nursery (off-site), the Nursery Manager has overall responsibility for issues concerning behaviour. They are supported in their absence by the Deputy Manager. If concerns remain, after speaking to senior leaders and/or the Headteacher, then parents/carers, in all cases, should contact the School Governors. Our [Communications Plan](#) contains further details.
- Instilling the same values at home/within the community as are encouraged in school.

We expect everyone to behave in a reasonable and civilised manner so that issues will be dealt with in an atmosphere of trust and mutual respect.

Behaviour and Relationship Management Plan

We have three key aspects:

- Rules
- Recognition
- Consequences

Rules

It is very important that as adults we act as good role models to which children can aspire. The following rules are for everyone. We will encourage our children to be: **Ready, Respectful, Safe**

Ready

Children are expected to:

- Come to nursery or school prepared and ready for the day ahead, ensuring that they have all necessary equipment with them required for the day.
- Show that they are ready to listen and act upon instructions or guidance given by adults at all points throughout the day.
- Show that they are ready to move to different parts of school (e.g. the dinner hall) in a sensible manner.
- Be ready to answer any questions asked of them during lessons.
- Be ready to produce the best possible work that they can in all of their books.

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Respectful

Children are expected to:

- Listen when an adult is speaking.
- Show respect for each other (e.g. whilst learning collaboratively, playing games on the playground or by holding a door to allow an adult or another child to pass through).
- Walk and talk quietly around school remembering that others may still be working.
- Be friendly and treat others as they would want to be treated.
- Be kind, considerate and caring to all members of our school community.
- Be accepting of difference.
- Be dependable, polite and helpful.
- Be respectful of our school environment and equipment.
- Respect the property of others.
- Respect the opinions and beliefs of others.
- Use their manners.

Safe

Children are expected to:

- Keep their hands and feet to themselves at all times.
- Use all school equipment safely and appropriately.
- Wear the correct uniform at all times, including no jewellery or inappropriate haircuts/hair colour.
- Move sensibly around the school building at all times.
- Follow the safety procedures in place in the event of an incident (e.g. fire alarm).
- Speak to an adult in school if they feel that someone is behaving in a way that jeopardises the safety of anyone in the school community.

Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Children should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. We believe that all children need time to reflect on incidents that happen, to understand their feelings and learn how to react differently next time. We ensure that adults in school do this using the PIP (praise in public) and RIP (reprimand in private) approach. Using reflection means adults in school are really listening to what the child is saying or doing, hearing their experience and understanding their frame of reference from a trauma-informed perspective. This helps our children develop emotional mastery, learn how to identify their feelings and work with them rather than against them.

All systems are flexible to take account of individual circumstances. For children who have experienced trauma, or who may have attachment disorder, it is important to remember that these children may interpret, respond and perceive situations in a different way to that of a securely attached child. (*attachment* describes the connection between a child and caregiver). Using therapeutic approaches in school will reduce the frequency of children rejecting help/feelings/others and instead by offering a different response to the one children might expect, will help them learn that they will not be hurt emotionally or physically by building positive relationships with adults in school. This will support children to move from social defence to social engagement.

The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility:

- Each child in school, from Reception to Y6, is a member of one of 4 teams (either St Matthew, St Mark, St Luke or St John). Their team stays the same throughout their time at St. George's Central CE Primary School and Nursery. Team points are awarded to individual children for a variety of reasons, some of which include good work, good behaviour, effort, home learning, attendance and punctuality, remembering equipment or activities undertaken outside school. These are recorded on a class chart so that points for each team can be tallied each week.

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Every Friday the points for each team are totalled across the school and the team with the most points for that week moves along one space on our whole school reward board. Throughout the year, there are also opportunities for children from across school to come together in their teams to take part in 'Team Point Challenge' activities with the winning team moving an extra space along the display. This reward board is based on the Manchester to Tyldesley Guided Busway and the ultimate aim is to be the team that gets the closest to Tyldesley by the end of the school year. There are rewards for the winning team on a termly basis.

- A weekly 'Star Award' certificate is given to a child from each class and can be awarded for various achievements throughout the week.
- A weekly 'Lunchtime Award' certificate is given from each staff member, rewarding positive lunchtime behaviour.
- A weekly 'Christian Values' award is given to a child from each key phase in school (Early Years, KS1 and KS2) who has shown themselves to be a role model for our school Christian Values.
- A weekly 'Headteacher Award' certificate is given to a child from across school in recognition of any achievements that have been observed throughout the week for positive behaviour.
- In addition to the 'Lunchtime Award' certificate given by each staff member, the children will be awarded with pom-poms during lunchtimes. Each class's total will be displayed in class throughout the week with the winning team revealed in Celebration Worship. The winning class will win the treasure chest and receive a 10 minute class treat.
- Each half-term, lunchtime supervisors nominate 8 – 10 children in pairs that have demonstrated good or improving behaviour, to sit at a special table 'The Table of Awesomeness' that is decorated. The children will receive extra lunchtime and can sit and eat their lunch with a member of staff.
- Postcards and phone calls home are made by teachers to parents/carers for good work, behaviour, effort etc.
- A termly 'Super-Writer' award is given to a child from each year group in recognition of their work with their writing. The child's work is displayed along our main corridor in school for all to see.
- A termly 'Super-Artist' award is given to a child from each year group in recognition of their work in Art. The child's work is displayed along our main corridor in school for all to see.
- Verbal, 'on going' positive feedback.
- Positive written comments in books.
- Positive written comments in planners.
- Stickers may be used.
- Showing work to other teachers/classes or in Celebration Worship.
- Visit to headteacher.
- Headteacher postcards home.
- Individual class teachers will also have their own personalised methods to reward children in their class, for example: reading raffles, star of the day, extra playtime, move afternoon etc.

Recognition should be 'displayed' with the same prominence as the rules.

Consequences

All children are expected to follow the requirements in the home-school agreement which is signed each year by the headteacher, parents/carers and children. Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment. We exercise the trauma-informed approach: 'firm on the boundary, gentle on the child'. Consequences are made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track.

If the inappropriate or continued disruptive behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour. The following consequences will be used for increasingly inappropriate or continued disruptive behaviour:

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- 1) Verbal reminder of the expected behaviour when presented with unwanted unintentional behaviour.
- 2) If unwanted intentional behaviour continues (such as breaking school rules, or disrespecting staff) the child must spend a 2-minute reflection stood with the staff member. This is to give the child an opportunity to reflect, show respect and take responsibility. If the unwanted intentional behaviour takes place in class, then the 2-minute reflection will take place with the teacher during the next playtime or lunchtime. If the unwanted intentional behaviour takes place at playtime or lunchtime, then the child will stand with an adult for 2-minutes. If the child is uncooperative, this reflection would increase to 5 minutes
- 3) Private discussion with the child where a therapeutic response is given, discussing the situation, behaviour and how/why they have behaved in this way. This is an opportunity for the child to be related to, have emotions/feelings validated and met with empathy:
 - NAME:** Start with the child's name.
 - FEELINGS:** Explain the feelings they are having (angry, frustrated etc).
 - BEHAVIOUR:** Highlight the behaviour as a result of the feeling.
 - ENCOURAGE:** Give the children an example of how they have behaved in a positive way.
- 4) After reflection, if unwanted intentional behaviour continues, Senior Leadership Team intervention might be necessary.
- 5) Referral to a member of the Senior Leadership Team.
- 6) In extreme cases the children will see the Headteacher.

A 'pro-active' approach is to be taken when informing parents/carers of any unacceptable behaviour. Regular 'open and honest' informal discussions are promoted so that everyone is kept informed and there are no surprises during discussions at formal parents' evenings.

An agreed working practice at our school site is that a child should **only be removed** from a learning environment/outside space as a last resort when extreme/dangerous behaviour such as physical aggression towards others is displayed. **This criteria must be applied in every instance.** At this stage, they should be sent to the Headteacher (or the Headteacher should be informed if the incident takes place off-site, for example: at our Lancaster Avenue Nursery or on a school trip). The emphasis at any stage is on the child being re-engaged in the lesson and their learning resuming as soon as appropriate. If the Senior Leadership Team have intervened, where appropriate, the child must be taken back to the member of staff involved to complete their 2-minute reflection.

We are highly focused on preventing any form of discrimination and seek to uphold the 'Protected Characteristics'. These include age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnerships, pregnancy and maternity. A written record of incidences that have involved unsafe behaviour, discrimination, physical harm to others or bullying should be recorded on CPOMS. For more serious incidents, a record of the incident will be made using the school agreed format and this will include actions taken by members of staff. Once again this will be uploaded to CPOMS. If a decision is made by the Headteacher to exclude a pupil, all staff need to complete a witness statement detailing the event, this must include all actions and approaches used by staff and the child's responses. For children with Special Educational Needs (SEND), a detailed statement of adjustments made for the pupil also needs to be included alongside witness statements. The school also uses CPOMS to record incidents of behaviour including all forms of discrimination.

Special circumstances

For some extreme behaviour, at our school site, consequences described may not be appropriate and the child may need to be taken immediately to step six (see the Headteacher). This is a severe clause. A severe clause is in place so that the school and children know what behaviour will not be tolerated in school. The following are incidents that will constitute the imposition of the severe clause:

- Bullying.
- Threatening another child.
- Physical abuse of a child.

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- The physical abuse of a staff member.
- Racial abuse of anyone in the school.
- Homophobic abuse of anyone in the school.
- Disability Discrimination.
- Discrimination relating to children with Special Educational Needs.
- Being in possession of harmful drugs.
- Carrying a weapon.
- Sharing inappropriate images and/or messages relating to inappropriate images.

The following could also be considered by the school as a severe clause incident:

- Swearing at a staff member.
- Deliberately breaking or damaging the school property.
- Refusal to follow instructions – making the child unsafe.
- Stealing.
- Open defiance in carrying out one of the consequences.
- Doing something that may put another child in danger.

An agreed working practice is that a child should **only be removed** from a classroom/playground as a last resort when extreme/dangerous behaviour such as physical aggression towards others is displayed. **This criteria must be applied in every instance.** At this stage, they should be sent to the Headteacher. The emphasis at any stage is on the child being re-engaged in the lesson and their learning resuming as soon as appropriate. In those instances, where the child refuses to leave the classroom/playground environment an available member of the Senior Leadership Team should be contacted to provide support. In those instances, where it is not possible to remove the child demonstrating extreme behaviour from the room, then serious consideration should be given to removing the other children from the area, leaving the individual causing concern 'in-situ' until support is available.

Use of reasonable force

There is no statutory definition of reasonable force, it will always depend on the circumstance of the case. The emphasis is always on de-escalation and promoting self-discipline with any physical contact only being used as a last resort and to ensure the safety of all children and staff. The use of reasonable force, such as 'positive handling', will only be used by staff to 'control' or prevent a situation and will be reported immediately to the Headteacher. 'Positive handling' refers to physically bringing a pupil under control, such as holding them back. This is typically used in more extreme circumstances, such as to separate two pupils fighting. 'Control' is in regards to either passive physical contacts, such as blocking a pupil's path, or active physical contact such as leading a pupil by the arm. The degree of force which is used will depend on the age, gender and understanding of the pupil. Staff members will always use actions which are appropriate and in proportion to the circumstances of the incidents. All incidents which involve the use of reasonable force will be reported to the Headteacher, recorded in writing and communicated to the pupil's parents/carers. The school may need to use reasonable force in situations such as:

- A child trying to leave a learning environment when doing so would lead to a risk to their safety.
- A child is physically harming another child or member of staff.
- A child is at risk of harming themselves or others.

For children who have been deemed at a risk of displaying any of these behaviours, a positive handling plan will be drawn up, in consultation with parents/carers which will outline agreed strategies that will be used to control the child.

Positive Handling Plans

For children who may be showing regular challenging behaviour the school will, with full consultation with parents/carers write a positive handling plan for individual children. This plan will identify behaviours and how they escalate for that particular individual. The plan will also outline strategies to be used by all staff in the event of behaviour becoming more challenging. The emphasis is always on de-escalation strategies to support the learner back to accessing learning alongside their peers. This may be created in conjunction with a learning plan or other support plan.

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Individual Risk Assessments

On some occasions it may be appropriate to carry out individual risk assessments for children displaying extreme behaviour challenges. Risk assessments will list the risks to the individual, risks to others and measures in place to minimise the risk. This is shared openly with parents/carers.

Pastoral Support Plan

When a child is showing challenging behaviour and is at serious risk of exclusion, the school will request involvement from the Targeted Education Support Services (TESS). A Pastoral Support Plan (PSP) will be written to further support the child so as to prevent exclusion. Meetings will take place with parents/carers every six weeks to review progress and improvements in behaviour. In some cases, part-time timetables may be appropriate to support the child at times of extreme need or difficulty. If a part-time timetable is appropriate this is discussed with all parties involved in the care of the child and applied for through the Local Authority.

Use of additional support

Some children may from time to time need the support of outside agencies. The school makes full use of outside agencies to support pupils including Counselling, TESS team, Embrace, Outreach teams from Special Schools, Educational Psychologists, Child and Mental Health Teams and other relevant agencies. The school works closely with parents and values their views; all referrals are made in partnership with parents/carers.

CPOMS

CPOMS is a secure online system, used at our school site, to record behaviour incidents that occur and any parent/carer contact is also logged.

Suspension and Exclusion

Suspension and exclusion of children may be necessary where there has been a serious breach, or consistent breaches, of this policy. Suspending or excluding a child may also be required in instances where allowing the child to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding children should only be used as a last resort.

A '**suspension**' is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An '**exclusion**' is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour and Relationships Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school. Click to view our [Suspension and Exclusion Policy](#)

Prohibited items, searching children and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or

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- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

Children will hand in their mobile phones at the start of the school day and collect these at home time. Children are not permitted to use their mobile phones on the school premise.

Staff members will have the power to search a child or their possessions where they have reasonable grounds to suspect a child is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Drug and alcohol abuse

It is the policy of St George's Central CE Primary School and Nursery that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken according to school policy and procedures. The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed term exclusion. If the offence is repeated, the child will be permanently excluded, and the Police and Social Services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school grounds any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will be re-admitted to the school following the fixed-term. A parent or guardian of the child will also need to visit the school to discuss the seriousness of the incident with the Headteacher.

Sexual abuse and discrimination

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse, harassment and discriminatory behaviour including sexual harassment, gender-based bullying and sexual violence or any language, action or conduct that unfairly targets or harms an individual or group because of a protected characteristic. This includes racist, sexist, misogynistic/misandristic, homophobic, biphobic, transphobic, faith-based or disability-related abuse. Such behaviour is unacceptable and may be treated as a safeguarding concern. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

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Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Children with SEND

We recognise that for a small number of children, the whole school rewards and consequences system is not as effective and a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents/carers. The support of outside agencies will also be sought where appropriate, in particular the TESS service or Educational Psychologist.

If a child leaves the school premises

If a child leaves the school premises i.e. they run out of school, staff should observe the child but they must not chase the child. A child who is running out of the school is unpredictable and may run into danger or the path of a car. The Headteacher needs to be notified immediately if a child has left the premises and will take control of the situation.

Power to discipline beyond the school gate

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff and members of the general public. This includes any incidents when pupils from St George's Central CE Primary School and Nursery are:

- On the journey to and from school.
- On educational trips and visits.
- At events representing the school.
- Wearing school uniform outside of school hours.
- Using the internet, digital recording devices and mobile phones.

If it is deemed necessary, school sanctions will be enforced within school for incidents that have happened beyond the school gates.

Click to view our [Walking from and to school Policy](#)

Additional support for parents/carers

If parents/carers wish to seek additional support and advice on developing their child's social, emotional and behavioural skills, they should first contact their child's class teacher. Additionally, Miss Peaty, our Pastoral Mentor, can offer guidance and/or signpost parents to other agencies who may be able to help further, for example local Family Hubs. Mrs O'Brien may also be able to advise from an SEND/Inclusion perspective. If necessary, school will support parents/carers by Earliest Help/Early Help support and/or through working with external agencies such as Startwell Service, Targeted Education Support Services Team (TESS), Multi Agency Safeguarding Team (MAST) etc.

Managing pupil transition

All children, in our nurseries and throughout school, will be fully supported in preparing for any move to a new class, Key Stage or school. Each year, during the Summer Term, children will be given the opportunity to spend some time in their 'new' class ready for the following September. In particular, children moving from Y2 to Y3 will be specifically shown where toilets, cloakrooms and resources are and the new routines explained to them to ensure a smooth transition and to ease any concerns. Y6 pupils will be given opportunities to attend 'taster days' at their chosen High School in order to prepare them for starting there in the following September.

Dealing with allegations against members of staff or other adults within school

All allegations should be made, in writing, to the headteacher or, in the absence of the headteacher or if the allegation is against the headteacher, they should be addressed to the chair of governors, Mrs F Taylor. All allegations will be taken seriously and investigated and reported to the Local Authority Designated Officer (LADO) who will provide advice and monitor progress of cases.

Staff suspension will not be the default option in response to an allegation. Allegations found to be malicious will be removed from personnel records and pupils found to have made malicious allegations will be sanctioned appropriately in line with this policy.

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Inclusion

The principle aim of this policy is to develop well-behaved, confident, responsible, tolerant individuals with high self-esteem and accordingly all children should have access to their education and school life regardless of gender, race, cultural background, ability or any physical or sensory disability. The effectiveness of our policy is monitored and any issues dealt with immediately.

Monitoring and review

This policy has been developed in consultation with the whole school community. All members of school staff are consulted and copies of the policy are readily available for all parents/carers and children to look at whenever they wish. Parents/carers receive a version by email as part of the consultation process and are then informed when the policy is approved. The effectiveness of the Behaviour and Relationships Policy will be monitored by the headteacher and Senior Leadership Team. They will report to the Governors on the effectiveness of the policy. The Behaviour and Relationships Policy should be seen primarily as a working document, subject to revision in the light of changing circumstances and impact on actual practice.

We recognise that reward systems used in school often have short term benefit and that there is a need to continually review the systems in place. The governing body will be kept up-to-date on all matters relating to this policy. It is recommended that this policy is reviewed every two years, but governors may choose to review it earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

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