

# Relationships and Behaviour Policy

2024-25



**Approved by:**

**Date:**

**Last reviewed on:** September 2024

**Next review due  
by: September  
2025**

## Aims

It is a primary aim of Fairstead Community Primary and Nursery School 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. The school's relationships and behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Fairstead Community Primary and Nursery School has a number of expectations but this policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of the school community to follow our four core values:



This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Behaviour in this policy is defined as any actions demonstrated by children and adults which includes conduct in classrooms and all communal areas; how adults and children work, communicate, relax and interact; how children learn (learning behaviours); how adults and children greet each other; how they arrive at school, transition from one activity to the other; how they use social media, and many other areas of their conduct. Behaviour does not merely refer to how children do or do not act antisocially.

Ultimately, this is the overarching way we want to see behaviour:



## **Roles and Responsibilities**

The governing board is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher is responsible for reviewing and approving this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff are responsible for:

- Implementing the relationships and behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to this behavior policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
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Our relationships and behaviour policy is based on the following principles:

- All children can behave.
- Behaviour is everyone's responsibility.
- Children, parents and staff working together to improve behaviour is most effective.
- You need good behaviour before you can achieve good learning.

- Children should learn that behaviour has consequences — both positive and negative.

## Promoting Positive Behaviour

At Fairstead Primary School we work hard to ensure we get to know our pupils, so that we can consider the things that affect children’s behaviour and determine what we can do to address these. It is essential that throughout this policy everyone understands that **good relationships matter** and upholds the belief that **all children will achieve and improve**.

This policy details three strategies that should be employed throughout the school.

## Proactive Strategies

Firstly, all staff should employ **proactive strategies** which are deployed at classroom level to reduce the chance of misbehaviour occurring.

Promoting positive behaviour:

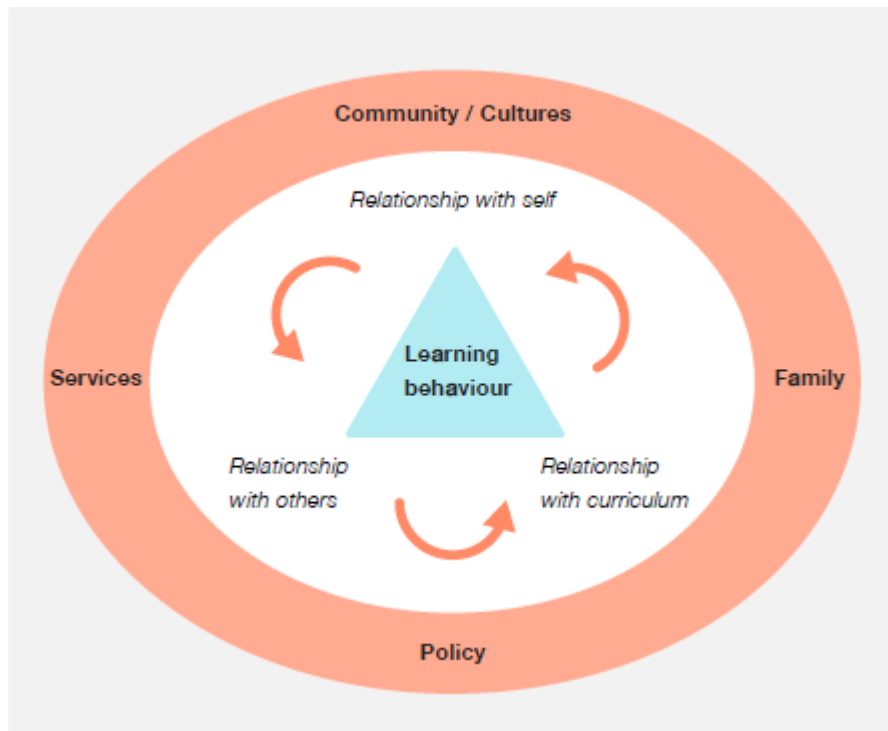
1. Effective communication between key adults. Information must be proactively sought between all adults working with children and willingly shared by children and adults including parents.
2. Class teachers and TA’s should regularly and intentionally focus small amounts of time working on relationships. This can be as simple as asking about their weekend, asking how their football team is performing or finding a talent so that they are encouraged to form or join a school group.

Staff should use the Establish-Maintain-Restore (EMR) method focussing on the child who is most difficult to connect with and who may be most in need of a consistent, positive relationship. This method should take no more than 30 minutes per week and can be completed during periods the adult already spends with children so that it represents an efficient use of time.

	Establish	Maintain	Restore (R3)
Definition	Intentional practices to cultivate a positive relationship with each child (i.e. build trust, connection & understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with child)
Practical Strategies	Set aside window of time to spend with child Inquire about children’s interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference child info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet children at the door Relationship check-in Random, special activities	R3 = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the child Engaging in mutual problem solving

By becoming aware of events before their effects become extreme, there is more chance of mitigating any negative change. By becoming aware of a negative change in circumstance staff should act to increase the number of positive influences or reduce the negative through utilising the support systems in school in partnership with our inclusion lead.

Another **proactive strategy** staff should employ to improve the general climate for learning is the explicit teaching of learning behaviours. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task. The factors influencing learning behaviours are addressed through the three relationships experienced by the child in the class as outlined in the diagram below:



*The behaviour of learning conceptual framework adapted from Powell and Tod 2004.*

All staff should improve resilience by:

- **increasing engagement (relationship with self)** — discussing a time the pupil has given up when experiencing a setback and challenging them to stick with the next task, listening to any concerns the pupil has about being able to achieve or issues with self-motivation;
- **improving access (relationship with curriculum)** —ensuring the pupil has appropriately levelled work that will lead to the experience of success as long as they stick with it; praising the pupil for achieving and highlighting that their perseverance got them through it; and
- **ensuring participation (relationship with others)** — set a classroom culture where pupils are proud to say they found a task difficult at first and are not afraid to get things wrong.

### **Motivation**

At Fairstead Community Nursery and Primary School we will use extrinsic motivation in the form of rewards and praise to address some minor misbehaviours and to encourage positive behaviour. This is done on the understanding that it is intrinsic motivation, or self motivation,

that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave.

We praise and reward children for good behaviour in a variety of ways but will avoid using fixed mindset labelling that praises intelligence or talent (you're so clever; you're so talented').

We praise children's effort rather than the person, the end piece of work or results ('you have worked so hard on this'; 'you're persevering brilliantly through tough new concepts').

At Fairstead Primary School we will use a clear reward system to improve pupil behaviour as part of the broader teacher classroom management strategy.

Individual rewards may be used with children who require a tailored approach to behaviour management. This will form part of our Wave 2 support as set out in our whole school provision map

### **Class Dojo**

Protocols for the use of Class Dojo are included in the appendix along with an agreed usage policy.

Dojo points will be awarded to children by all members of staff that follow our core behaviour values:



The aim of the core set of values is to ensure all children understand what is expected of them inside and outside school and to give them a visual reminder of what they can do to make Fairstead Community Primary and Nursery School a happy, safe and positive place to learn.

The core values will be displayed in all classrooms and in other communal learning spaces. Should disruptive behaviour occur, the core values can be used as a discussion point between staff and child.

Dojo points are a clear way for the school to communicate with parents and carers and share positive praise.

Positive Rewards at Fairstead Community Primary and Nursery School include:

### **Postcard from the Headteacher**

Children who have outstanding achievements can be sent to the Headteacher to celebrate their success. A postcard will be mailed home.

Achievements can be in many forms, work, improved behaviour, living the schools values.

### **Class Dojo's**

Dojo point awarded for following the four core values. This can lead to a treasure box rewards at the discretion of the class teacher or after an agreed amount of points.

Every fortnight the Dojo store is opened up by Mrs Uttin and Mrs Davison. The children have the option to save their points for bigger prizes. Prizes start from 20 dojos and the most expensive item is worth 700 points.

### **Proud Thursday**

Up to two children can be chosen to bring work to 'Proud Thursday'. Here the children will meet with the Headteacher (or other member of staff) and will take part in hot chocolate (or other drink), cakes and biscuits where children will discuss the piece of work they are proud of.

### **Celebration assembly**

In Friday's assembly children who have consistently used the schools four core values will be celebrated and receive a certificate.

### **Head Cleaners Award**

Each week the head cleaner will nominate a classroom who will receive the award for keeping their environment clean and tidy.

### **Progression and recognition of age related behaviour expectations**

Every class from Reception to Year 6 will have a display of what each core value means for their year group so that the values are relevant to all pupils across the school at an age specific level.

### **School Routines**

We establish and insist on routines for:

- Entering the classroom.
- Seating arrangements.
- Sharing a visual timetable for the day.
- Distributing and using the equipment needed.
- Transition between carpet spaces and classroom tables if appropriate.
- How children line up outside the classroom and on the playground.
- Roles and responsibilities to carry out jobs.
- How children will move around the classroom.
- Walking between areas of the school building.
- Bringing a bike or scooter to school

### **Before school routines**

The school day starts at 8.45am. Children are asked to enter the building in a calm and sensible manner and will be greeted by a member of staff. If a child brings a bike they are asked to walk in to school with it.

For those children that want to attend there is a breakfast club that begins at 8am.

## **End of the day routines**

At the end of the school day the gates will be open at 3.05pm. Class teachers will release children to their parents / carers from outside their classrooms at 3.15pm. Parents / carers are kindly asked to wait for their child to be dismissed by the class teacher before attempting to take them home.

A member of staff will be on the gates at the beginning and end of the day and the office will be open for any queries.

## **Dealing with undesirable behaviour:**

Our starting point is to take into account an individual's needs and stage of development.

Unacceptable behaviour includes:

- Bad language and derogatory language
- Not complying with turn taking, sharing and other social skills.
- Physical harm of the other children/self or staff.
- Repetitive damage of school property or of that belonging to another child.
- Persistent bullying.

Staff will try to prevent unwanted situations occurring by intervening before they happen.

We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and stage of the child and the situation.

## **Educational and protective consequences**

**Not to be recorded in front of the child** – teaching staff will update the conduct log on Scholar Pack.

Any loss of playtime is managed by the class teacher and must be for a period of no more than 10 minutes. The EMR relationship process must be followed allowing time to repair the relationship.

Please see the school's behaviour blueprint for a summary of stepped consequences.

## **Acceptable Consequences**

Consequences to a child's behaviour can include:

- A verbal reprimand and reminder of the expectations of behaviour;
- The setting of written tasks such as an account of the behaviour including reflection
- Loss of privileges – for instance, loss of a prized responsibility, football
- Loss of part of their playtime, lunch time
- Schools based community service, such as tidying the classroom
- Regular reporting including early morning reporting; scheduled uniform checks; or a behaviour support plan

Alternative consequences can be considered on a case by case basis for any child where the school believes an alternative arrangement would be more effective for that particular child, based on their knowledge of that child's personal circumstances. We will always have

regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

### **Serious incidents – must be recorded on Scholar Pack**

#### **Parents must be informed about all serious incidents:**

- With a phone call by the class teacher in the first instance.
- By a meeting with the class teacher if there is a successive incident.
- Repeated incidents are escalated to a member of SLT (team leaders) who will then meet with parents/Carers.

### **The language of behaviour**

As adults we need to be careful in the language we choose to describe the behaviour of children. Negative phrasing of the behaviour and toxic statements are counterproductive. At Fairstead Community Primary and Nursery School we frame behaviour using the guidance from Norfolk STEPS under three headings:

1. Behaviours that harm
2. Behaviours that challenge
3. Distressing behaviours

Examples of phrases/actions we do not want to hear are:

‘Speak to me later, I’m busy’

‘You’ll be fine, I’ll do it later’

‘Just stay away from each other’

Not restoring the relationship

Sending the child out of the class

Sighing

Eye rolling

Issuing a consequence should be characterised by:

- Being clear why the consequence is being applied
- Being clear what changes need to be made to avoid future consequences
- A clear distinction between minor and more serious offences
- The consequence is for the behaviour not the child

Children must **NEVER** be sent out of the room as a consequence nor should they be placed outside a classroom without adult supervision.

See the **Fairstead Community Primary and Nursery School Behaviour Blue Print** in the appendix for a summary of how to manage behavior.

## Self-Regulation Tables

A time out space will be in place for children who need to time out. This can either be for self regulation or for an isolation space for a few minutes to get learning done. This should have a timer on it and some 'tools' for de-escalation e.g. 5 finger breathing, zones chart, fidget resource. Any vandalism of the Time Out with Tools table should be reported to class teacher and dealt with as a Step 4 behaviour.

### Stepped behaviours with clear consequences

Children need to be made aware of the stepped behaviour consequences, this can be displayed in class as necessary. Children will sign up to these behaviours in an assembly.

<u>Behaviour</u>	<u>Consequences</u>
<p><b>Step 1</b></p> <p>Child not paying attention to adult instructions, talking (non-disruptive)</p> <p>Talking, distracting others, arguing with peers, calling out</p>	<p><b>Non Verbal</b></p> <p>A look, standing near the child, reminder of class rules, praise children nearby</p> <p><b>Verbal Request</b></p> <p>Praise a child showing desired behaviour.</p> <p><b>'Name' (describe what the child needs to do), thank you.</b></p>
<p><b>Step 2</b></p> <p>Low level unacceptable actions, talking, refusal to follow instructions</p>	<p>Praise a child showing desired behaviour.</p> <p><b>'Name' you need to... (describe what the child needs to do)</b></p>
<p><b>Step 3</b></p> <p>Rudeness to staff, continual talking, refusal to follow instructions</p> <p>Disruption to learning</p>	<p><b>Reflection</b></p> <p><b>'Name'</b> you have continued to (<b>action</b>), you now need to think about making the right choice in the 'Time to Think' space.</p> <p>Give child a couple of minutes before speaking to them and reinforcing what is expected.</p> <p><b>Recorded onto Scholarpack by class teacher</b></p> <ul style="list-style-type: none"> <li><b>If this happens twice in a session then the child will be put on an Orange Report Card.</b></li> </ul>

<p><b>Step 4</b></p> <p>Continuation of unacceptable actions.</p> <p>Swearing directly at an adult, refusal to come in from playtime/lunchtime.</p> <p>Leaving the classroom without adult permission.</p>	<p><i>If you continue to do action then you will.....</i></p> <p><b>Sent to phase leader</b></p> <p><b>'Name'</b> you need to go to time out with phase leader</p> <p>To talk through the choices you are making.</p> <p>Child to be escorted</p> <p>Phase Leader to reinforce desired behaviour and to establish if the child needs help.</p> <p><b>Recorded onto Scholarpack by class teacher</b></p> <p><b>*Placed on Orange Report Card</b></p>
<p><b>Step 5</b></p> <p>Continuation of level 2- 3 actions.</p> <p>Deliberate violence towards a child in the classroom or playground, racist incidents, upturning furniture,</p>	<p><b><u>Escorted to head teacher</u></b></p> <p>Possible sanctions:</p> <p>Time out in isolation for AM/PM</p> <p>Letter and phone call home</p> <p>Meeting with parents/carers</p> <p><b>Recorded onto Scholarpack by class teacher and Headteacher</b></p> <p><b>* Placed on Weekly Behaviour Chart</b></p>
<p><b>Step 6</b></p> <p>Physical violence towards staff</p> <p>Leaving the school grounds</p> <p>Climbing on school property</p>	<p><b><u>Sent to the Head teacher</u></b></p> <p>The head will then decide sanction:</p> <p>Playtime or lunchtime detention</p> <p>Internal exclusion</p> <p>Fixed term exclusion</p> <p>Meeting with parents/ carers</p> <p><b>Recorded onto Scholarpack by head teacher.</b></p> <p><b>* Placed on Daily Behaviour Chart</b></p>

Children will always be given a chance to correct their behaviour, time to reflect and discuss their behaviour however, if these behaviours are repeated then the children will receive a playtime detention.

If behaviours still do not show any sign of improving then parents will be called and a monitoring report card will be issued. This will begin with weekly meetings on an orange report card which may escalate to daily meetings with a red report card.

### **Playground Expectations**

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes. The adult may decide that they have to play in a certain area as a consequence.
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the Headteacher or the Deputy Headteacher and recorded on Shcolar Pack.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan. TA's on duty at lunchtime share concerns regarding particular children with the child's class teacher. If necessary these concerns will be shared with all staff at our weekly staff briefing.

On rare occasions pupils may be suspended from the school on either a temporary or permanent basis. This may happen after a range of support strategies have failed to modify a pupil's behaviour, or it may be an instant response, without warning, if the misdemeanor is serious and puts the safety of others or themselves at risk. Consequences are in place for unacceptable behaviour. For the large majority of pupils, this will never come into effect but it is important that poor behaviour is quickly dealt with to ensure that progression in learning and the children's enjoyment on the playground is not affected. Therefore, any violent conduct towards another pupils or adult will follow a three warning system:

1st time = Internal suspension for part of the day and Parents/Carers contacted  
 2nd time = internal suspension (part of the day will be spent in another part of the school) and Parents/Carers contacted  
 3rd time = Suspension.

- Suspension – Pupil removed from school for a set number of days dependent on the severity of the misdemeanor. Suspensions are recorded on a pupil's permanent school record.
- Internal Suspension – Pupil removed from participating in all time tabled activities; alternative learning and supervision arranged. Repeatedly ignoring teacher instructions or disrupting other pupils' learning will result in an internal suspension (INTEX).

Internal suspension is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for serious incidents of disruptive behavior in school.

Internal suspension at Fairstead Primary School offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted.

Any referral for an internal suspension should have a structured approach to the work that is being missed and a reflective process that the impact of the behaviour has been discussed.

The room for the internal suspension will be managed by SLT and will be in their office or appropriate classroom.

Resources will be made available in the room the internal suspension is being completed so that the child can continue their work.

In relation to suspension from school, decisions will be made on a case by case basis. The decision to exclude will be proportionate to the behaviour and it will be lawful and procedurally fair. It will also take into consideration any contributing factors e.g. bereavement, mental health, special educational needs and disabilities etc.

In all cases of suspension we will:

- Notify parents verbally
- Confirm verbal conversations with parents in writing
- Record details on SIMS
- Complete appropriate Local Authority paperwork

**Please read our suspensions policy for further details**

### **Monitoring behaviour**

The following systems are in place to monitor behaviour:

- Disruptive behaviour will be recorded using the schools Management Information System (MIS), Scholarpack
- A behaviour audit will be completed each half term based on the information in the behaviour log.
- A record of parental contact is maintained by the class teacher
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.

### **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 discipline 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 discipline 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 for more information on responding to allegations of abuse against staff or other pupils.

## **Positive Handling**

### NORFOLK STEPS (Appendix)

All school staff have been trained in Norfolk Steps' 'Step On' approach to behaviour management. It is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. In line with the approach, the school follows a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example.
- Staff's job is to help children and always try to reduce conflict, not do anything that may escalate it
- The importance of using a calm stance and de-escalation script\* in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property
- The importance of being proactive in managing children's behaviour i .e. trying to avoid situations which may cause conflict.
- The importance of recording incidents and the harm caused by them.

A De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order.

The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

## **The Use of Physical Restraint**

'Every child and young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support.'

*Reducing the need for restraint and restrictive intervention*

*Dfe June 2019*

Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. Staff are trained in these interventions

using 'Step Up' training on a needs only basis, and it is only these staff - as long as they have been authorised by the Headteacher – who can perform such actions. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Norfolk Steps Team.

For staff who have not received this training, there may be occasions where they need to use restraint, e.g. to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are **reasonable, proportionate** and **necessary**.

Physical restraint occurs whenever a member of staff uses intentional force to restrict a child's movements against his or her will. Physical restraint is non-punitive measure and solely used to prevent harm to themselves or others. Physical restraint is one of many possible options and should be used as a last resort. It must not be used as a form of punishment. It must not be used when a less severe response might have been effective.

### **When should we use physical restraint?**

We should only use physical restraint when there are good grounds for believing that

- the child is placing him/herself in immediate danger
- the child is placing other people in immediate danger
- there is imminent danger of significant damage to property
- other attempts to manage the child's behaviour have failed or are judged inappropriate.

We should always consider first whether there is an effective alternative to using physical restraint e.g. the use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other consequences consistent with the School's policy on behaviour.

### **Actions after an incident**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed verbally of any incident as soon as possible and all interventions should be recorded on the appropriate recording form. The senior leadership team will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of an individual behaviour plan, which may include an anger management programme, emotional wellbeing support or other strategies agreed by the SENCO. Any behaviour plan should always be discussed and agreed with the parent and child.

### **Audit of need**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil ( e.g. reactive strategies to de-escalate a conflict)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

### **Specific Statement Concerning Single Equality Incidents**

Under The Equality Act 2010 Fairstead Community Primary and Nursery School works to eliminate any discrimination or harassment on grounds of disability, race, religious belief, gender, pregnancy, or sexuality.

Any incidents that are defined by single equality must be recorded on the single equality incident sheet (appendix).

## Appendix Written Statement of behaviour principles

Under Section 88 of the Education and Inspections Act 2006 the Governing Board is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff should use these principles in preparing the Relationships and Behaviour Policy. This Statement has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education (July 2013 edition) and Behaviour in Schools – Advice for Headteachers and School Staff (Department for Education, February 2024).

This Statement of Behaviour Principles has been prepared by the Governing Board following consultation with the Headteacher, school staff, parents and pupils in order to ensure that the principles are both relevant and appropriate for the standard of behaviour expected.

It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance. The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision.

The school seeks to promote good behaviour through our four core values:



Every child has the right to learn, but no child has the right to disrupt the learning of others.

Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.

The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.

It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.

We will seek to give every child a sense of personal responsibility for his/her own actions.

We will communicate expectations of behaviour clearly.

Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.

Early support and intervention will be issued at the earliest opportunity;

Strategies will be recorded where there is a high level of concern both on behaviour log/ concerns sheet or, a Pastoral Support Plan.

We will seek advice and support from appropriate outside agencies.

We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.

There will be a corporate approach but with due regard for individual circumstances

## Appendix – **Specific Statement About Child on child Abuse**

Fairstead Community Nursery and Primary School does not accept child on child abuse of any nature or degree, it is unacceptable and will not be tolerated. At Fairstead everybody within the school community has the right to be treated with respect and pupils who engage in child on child abuse need to learn different ways of behaving with shared school and parental guidance.

Incidents of negative behaviour at Fairstead are dealt with swiftly and this reduces opportunities for child on child abuse to occur however, it is the school's responsibility to respond effectively and swiftly to any reports of such abuse.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence,<sup>11</sup> such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment,<sup>12</sup> such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos<sup>13</sup> (also known as sexting or youth produced sexual imagery);
- upskirting,<sup>14</sup> which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

*(Keeping Children Safe in Education, 2021)*

### **School measures to prevent child on child abuse**

Staff and children follow and model our four core values:

- Be respectful
  - Be safe
  - Be a learner
  - Be responsible
- Staff continuously develop the emotional literacy of children and work to develop their confidence and self-esteem.
  - To actively teach and empower children to say “Stop it, I don’t like it” from Nursery class upwards in order to develop an independent and robust nature.
  - To use assemblies as a forum to role play scenarios, directly using children to act parts and deliver messages in an age-appropriate forum.
  - To directly teach children about positive behaviour as part of the Personal Development curriculum.
  - To directly teach children about e-safety and cyber bullying through the Computing curriculum.
  - Staff to be good role models to the children at all times.

If a child thinks they are being bullied or abused they are encouraged to speak to any member of staff they feel comfortable with and/or their parents. If this is difficult for children they may instead draw or write down what has happened. Open lines of communication mean child on child abuse can be prevented or stopped early on and situations do not escalate for the worse. Similarly, parents are encouraged to speak to school staff should they have any concerns, in the first instance, with their child’s class teacher. We encourage that a mutually convenient time and place is set aside for this conversation.

The following list ‘Signs of bullying/Abuse’ should be referred to if any adult has a concern. Signs of bullying or abuse may include:

- Quietness at the end of the day and reluctance to discuss their day
- Bedwetting or sleeplessness
- Reluctance to come to school
- Loss of appetite
- Unusual or strange behaviour or moodiness
- Disinterest in their school work or home life
- Nail biting or nervous habits

### **Stages of Action taken by the school**

Upon child on child abuse being reported to a staff member, thorough initial investigations would take place to validate the accusations or not. If child on child abuse was found to have taken place, the following stages would occur:

1. The victim would be spoken to by a trusted staff member and/or member of the school Leadership Team to clarify events and reassure.
2. In an incident of child on child sexual harassment or violence a risk assessment would be completed immediately to ascertain risk and set out actions to minimise future risk (See Appendix)
3. The perpetrator would be spoken to by a member of the Leadership Team and their class teacher. Opportunities to respond to the allegations would be given and both sides listened to. The incidents would be discussed fully with the children to ensure that both parties fully understand the seriousness of what has occurred.
4. A suitable sanction would be set. This may include missing playtime/s for a given period, writing a letter of apology, spending time with a member of the leadership team to reflect, meeting with the Head teacher or fixed term or permanent exclusion. The sanction would be agreed by a member of the Leadership Team.

5. A restorative meeting/conversation between the perpetrator and the victim would take place with staff supervision so an apology could occur.
6. The perpetrators parents/carers would be informed about the incidents of abuse.
7. The victim's parents/carers would be informed about the incidents (if necessary) and updated with how they have been dealt with.
8. Depending on age, the perpetrator may be asked to re-read the school's Behaviour Policy.
9. The incident of abuse would be shared with all staff through staff briefing and ongoing close monitoring of the relationship between the children would take place.
10. If deemed necessary, either the victim and/or the perpetrator may receive additional support through ELSA, The learning mentor, outside agencies such as an Educational Psychologist or personalised strategies set by the Class Teacher/Leadership Team as ongoing development.

## Appendix

### **Confiscation, searches, screening**

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

#### **Confiscation**

Any prohibited items (listed in section 3) 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 discipline. These items will be returned to pupils after discussion with senior leaders and parents, 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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is 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 trip.

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 sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / a member of SLT to try and 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 from 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, desks or lockers.

Outer clothing includes:

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

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 sanctions 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

**Fairstead Community Primary and Nursery School Equality Incident Recording**

There are 9 protected characteristics that if used to discriminate against another person i.e. treating someone less favourably than another, should be recorded.

The following characteristics are protected:

*Tick the protected characteristic used to discriminate*

Disability		Religion or belief	
Gender reassignment		Sex	
Marriage and civil partnership		Sexual orientation	
Pregnancy and maternity		Race	

Date:	Time:	Where:	Reported by and to:
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Name of child/person being discriminated against	Name of child/person displaying prejudiced behaviour	Brief description of the incident	Action taken
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Form completed by:

Fairstead Community Primary and Nursery School Behaviour

Adult Behaviour

- Plan for good behaviour
- My classroom, my responsibility, my consistency
- Calm, consistent and fair
- First attention to best conduct
- Deliberate botheredness
- Visible kindness
- Access to curriculum
- Teach learning behaviours

Over and above recognition

- Praise
- Class Dojos
- Phone call home
- Headteachers award
- Friday value award linked to class/school focus
- Proud Thursday

4 Core Values

- Be responsible
- Be respectful
- Be a learner
- Be safe

Positive Praise Culture

- Class reflection time - at the end of the day ask, have you seen anybody be *safe*?
- Can you give me an example of somebody being *respectful*?
- Meet and greet with a smile
- Plan for children to feel important
- Roles and responsibilities in class and in school

Stepped consequences (discreetly)

- Reminder of rule and frame good behaviour
- Warning
- Last chance (using micro script)
- Time out (in class)
- Restorative conversation

Micro-Script (change italics to suit context)

- I noticed that you *left the classroom without permission during learning time*
- I need you to *return to the learning environment so you are safe and continue to be a learner*
- I know you can do this because you have done this many times before (example?) - **Walk away and give children time to think and act positively**

Restorative Questions - To repair or address incidents

- What happened (before)?
- Why did you choose to do that?
- How were you feeling when you did that?
- What choice could you make next time?
- How will people feel if you make that choice next time?
- Any actions you are going to make after this?

What happens when the conversation doesn't go as planned?

- When children try to argue, shift the blame or divert the conversation, remember, the adult is in control of the conversation.
- Calmly repeat the line you have been interrupted in

Relentless Routines

Children are greeted in to the classroom every morning, playtime, lunch time

Safe routines are established for toilets, drinking water etc. and these are taught

Be prepared and organised for each lesson

Develop non-verbal cues in to your daily routine

Catch children getting it right

Be punctual