



Relationship and Behaviour Policy



Policy created: September 2019
Agreed by governors: September 2019
Policy last reviewed: June 2025
Date of next review: May 2026



Relationship and Behaviour Policy

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.

Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.”

(Behaviour in Schools, 2022, DfE)

1. The Abbots Farm Junior School Vision

1.1 Vision and Ethos

At Abbots Farm Junior School, we endeavour to create a happy, safe and inclusive environment to enable pupils to reach their full potential. All those who work with the school, including staff, pupils, parents and the wider community, have a vital role to play in the support that our pupils require to thrive.

Positive relationships in schools are central to the wellbeing of both pupils and teachers and underpin an effective learning environment. Schools play a significant part not only in the formal education of young people but also in their wellbeing – and hence the wellbeing of families and communities of the future. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships.

1.2 Aims

The school has identified the following aims to support the development of relationships and high quality behaviour characteristics:

- To provide a safe, secure and happy environment for pupils to learn and reach their full potential
- To ensure all learners are treated fairly and shown respect
- To build a community that values kindness and thrives on consistency

1.3 School Rules and Values

Our three simple, memorable school rules are:

**We are Safe We are Respectful
We Always Try our Best**

Our four key values, which sit at the heart of all learning and personal development at Abbots Farm Junior School, are:

Ambitious Reflective Resilient Healthy Body and Healthy Mind



2. The Roles of All Stakeholders

2.1 Role of all staff

- To uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships.
- To challenge children to meet the school expectations and maintain the boundaries of acceptable pupil behaviour.
- To communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children.
- To be aware of every child's individual needs, whether academic or social/emotional, and provide the necessary support to overcome any barriers to success.
- To positively encourage a culture where children feel included, listened to, respected, safe and secure.
- To value and celebrate children's achievements and contributions.
- To monitor pupils that are not presenting themselves emotionally and mentally as they usually would.
- To contact parents/carers to discuss specific incidents of behaviour or concerns around attitude and engagement with their child's learning as soon as possible, if they feel it is needed.

Examples of actions that staff seek to avoid:

- Humiliation
- Over reacting – the problem will grow
- Blanket punishment – this is unjust towards the others
- Shouting
- Harsh sarcasm
- Threatening children with someone else's discipline (e.g. go to see Mr X)
- Using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)

2.2 Role of leaders

- To set expectations for behavior including the school's systems, rules, and routines.
- To support and empower staff to effectively apply the relationship and behaviour policy.
- To stand alongside staff members, showing a united front and empowering them to take ownership of the behaviour in their own class.
- To be a visible presence around the school.
- To ensure all staff have access to regular CPD and a programme of induction when joining the school.
- To ensure there is a well-designed behaviour curriculum in place to support pupils' induction and journey through Abbots Farm Junior School.

2.3 Role of governors

The governing body has responsibility for setting down general guidelines on standards of behaviour management, including through their 'Statement of Behaviour Principles.' The governors support the Head teacher in implementing these guidelines and they are also responsible for reviewing the effectiveness of

systems in school. It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school's Relationship and Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. However, governors may give advice to the headteacher about particular behavioural concerns. The headteacher must take this into account when making decisions about matters of behaviour.

2.4 Role of pupils

- To follow the school behaviour policy and uphold the three school rules
- To make positive behaviour choices
- To take responsibility for their own actions
- To engage in restorative conversations to develop an awareness of how their actions might impact on others, as well as themselves, and to identify and accept appropriate consequences
- To recognise the role of the adults in school in supporting them with their choices
- To share any concerns that they may have with a trusted adult in school as soon as possible

2.5 Role of parents/carers

The role of parents is crucial in helping schools develop and maintain good behaviour. Whilst the school is aware that families support their children in a variety of different ways, there is an expectation that parents support the school in the approach that is set out in this policy.

Key to a successful home-school relationship regarding behavior are the following principles:

- Talk positively about school in front of your children and support the school behavior system
- Remember that children make mistakes and need to use school to learn about behaviour as much as they do the academic curriculum
- Share any concerns with school (see school communication flowchart) so that we can look into things and deal with them appropriately
- Be willing to have honest conversations with staff about your child's behaviour
- Inform the school of any changes in circumstance that may affect your child's behaviour
- Understand that the school is an impartial body and that all sides need to be heard before making judgement about an incident - we will always try our hardest to work out exactly what has happened
- Avoid sharing details around incidents on social media/in large Whatsapp parent groups – this can cause significant safeguarding concerns

3. Rewards and Recognition

Key to the promotion of a safe, purposeful learning environment is the recognition and celebration of positive behavior choices made by pupils. Our school community seek to celebrate these incidents in the following ways (but not exclusively):

- Precise praise
- Opportunities to share work with others e.g. Seesaw/show to SLT/celebration wall
- Giving children stickers
- Awarding house points
- Recognition Boards
- Sending postcards home
- Half-termly Over and Above awards
- Termly values awards

4. A Restorative Approach and the Behaviour Response Chart

At Abbots Farm Junior School, we use a Restorative Approach to behaviour management. At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school

rules of being safe, respectful and always trying our best. On occasions when these rules are not being followed, we use restorative approaches as outlined in our **Behaviour Response Chart** (Appendix 1) to help pupils engage in a productive discussion to:

- understand the impact of their actions.
- bring the situation to a fair resolution
- identify ways to prevent reoccurrence in the future.

Sanctions/strategies that may be used at the time of an incident or agreed upon within restorative conversations include:

- Redirection
- Verbal reminders of expectations
- Moving seats
- Taking a short time outside of the classroom to think and reset/regulate emotions/work somewhere quieter where there are less distractions
- Loss of break/lunch time to show they are being reflective
- Loss of privileges
- Regular reporting to the class teacher or a member of SLT
- Removal from classroom to work elsewhere (see 4.1 below)

Ways to make amends that may be agreed upon within restorative conversations include:

- Make apologies/reassure them you won't do it again/recognise how you made them feel
- Be kind and helpful to rebuild the friendship
- Repairing damage that has been done
- Spend break/lunch time completing work not done in the lesson
- Taking work home to complete that was not done in the lesson
- School-based community service e.g. tidying a classroom

When an incident occurs, pupils will receive sanctions and support in line with this policy. The details of this will only be shared with that child and their parents as appropriate.

We have a system of keeping track of behaviour incidents in school and this is regularly monitored by the leadership team to track patterns and plan further actions where required.

4.1 Guidance on removal from a classroom

"Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting." (Behaviour in Schools, 2022, DfE)

Removal from the classroom is a serious sanction and will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. If pupils are removed for a significant period of time as a result of disruptive behavior in class, they will always spend their time with a member of the leadership team and will be expected to complete the work they should have been doing in class wherever possible. Parents will also be informed that their child has been removed from the classroom.

Removal will only be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space

4.2 Escalation

If behavior challenges continue or a pupil does not engage with the restorative approach, a meeting will be held with parents and a support plan may be put in place (see section 4.3 below)

We deem a serious incident to be when a pupil has behaved in a way, which has caused significant physical or emotional harm or put themselves and/or others in significant danger and/or where measures of management have been used over and above what is everyday practice. All serious incidents will be reported to parents/carers.

Where there are concerns that incidents may relate to bullying of any form, staff will follow the guidance set out in the school's Anti-Bullying Policy. Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

On rare occasions, incidents occur that are deemed to be of such a serious nature that they go beyond those detailed in the behaviour response chart (e.g. severe act of violence causing significant injury or where the safety of others has been compromised). Such instances will be escalated to the school behaviour lead and/or head teacher to ensure that the appropriate processes are followed. In conjunction with parents/carers of all pupils involved, consequences and preventative measures will be identified and implemented.

4.3 Fixed Term Suspensions

At Abbots Farm Junior School, we believe that, in general, external suspensions are not an effective means of improving behaviour. However, in instances where there have been persistent or significant breaches of the school rules, the head teacher will assess whether a fixed term suspension is necessary (please refer to the school's Exclusion Policy). In order to support maintaining positive relationships with the child's family and for the successful reintegration of any individual who is suspended, the headteacher will ensure that every opportunity is taken to discuss concerns with families and provide opportunity for such families to seek further advice.

4.4 Permanent Exclusions

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). At Abbots Farm Junior School, we agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

5. Adapting Practice and Targeted support

The school recognises that individual pupils will require varying degrees of support in developing their understanding of effective behaviour strategies and the key values in any one person. A combination of any number of factors (such as a special educational need, early trauma or home circumstances) may determine a child's capacity to comprehend their actions and the actions of others. As such, staff take an adaptive approach to supporting individuals, whilst remaining consistent to the key principles outlined in the policy. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. This may include the following:

5.1 Year group pastoral support

Year group teaching assistants provide pastoral support and guidance to children who are experiencing difficulties in learning due to social, emotional needs as well as other pastoral concerns. Through 1 to 1 sessions, children learn to understand their emotions and respect the feelings of those around them. They

provide the time and space for children to think about their personal circumstances and how they manage them. The content of these sessions is directed by and shared with the class teacher as appropriate, who can also provide additional support within the classroom should it be required.

5.2 The Children and Families Team

The Children and Families Team's primary focus is the development of the welfare and wellbeing of individuals at Abbots Farm by effectively liaising between school, families and other necessary children's agencies. With an in-depth knowledge of individuals, the Children and Families Team will also develop a range of skills, such as self-esteem and building resilience, through targeted group interventions and 1 to 1 support. Equally important, the Children and Families Team act as a contact for children and families who are asking for help, a friendly person who will listen, who is more easily available than class-based staff and who can monitor children's pastoral needs.

Children working with the Children and Families Team will have been identified as needing individual targeted support in one of the following areas:

- Social communication and interaction
- Emotional Literacy
- Self-esteem
- Building and maintaining relationships
- Challenging behaviours and self-regulation

5.3 Personalised Pastoral Support Plans

A Pastoral Support Plan (PSP) is designed to help a child to improve their social, emotional and behavioural skills. School and family will work together to identify precise and specific targets for the child to work towards. A PSP may be necessary if a child's behaviour at school means that they are struggling to succeed as learners or if they have been suspended or are "at risk" of suspension.

The aim of a PSP is to promote the child's social inclusion and help reduce the possibility of the child's behavior affecting their learning or leading to suspension. The PSP aims to involve the child in the challenge of improving their behaviour and social skills so that they can thrive at Abbots Farm.

A PSP will set out specific and realistic targets and detail how they will be measured. The PSP will need to identify the input and support from the school and parents that the child will need to help them reach their targets. The PSP will also detail both the recognition and rewards that the child will receive if they demonstrate efforts to meet the targets as well as the consequences that will result if the child does not demonstrate sufficient efforts to meet the targets.

5.4 Early Help Support

When families are experiencing difficulties, it may be appropriate to open an Early Help (previously CAF) after an assessment has been completed. An Early Help Assessment is a way of gathering information about children with their family and using it to help decide what type of support is needed to help. People from different organisations will talk to one another, share information with parental consent and work together with families to help to support children.

Once an Early Help is open, regular Family Support Meetings are held to review agreed actions and plan the next steps. Parents and children contribute to the action plan. The lead professional will be point of contact for the family and monitor the action plan. This might be the person who wrote the plan, or another professional at the meeting. Mrs Webb, Mr Corbett, Mrs Watson-Tate and Mrs Smythe are qualified to act as Lead Professionals for families at AFJS.

When it is not felt that additional agencies are required, an assessment may not be necessary. Families and school can complete a Pre-Early Help Action Plan. This plan, which identifies action for school and families, aims to provide support as soon as a problem emerges and will be reviewed after an agreed period of time.

6. Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

7. Confiscation of Inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarettes and vapes
- Fireworks
- Inappropriate images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (this includes mobile phones)

8. Physical Intervention and the Use of Reasonable Force and Restraint

On rare occasions, there may be times where pupils' actions compromise the safety of themselves/others. In these instances, school staff will seek to de-escalate the situation through discussing the actions with the child. If, after initial discussion, staff assess that the child's actions are still unsafe and that the pupil is not following instructions, they will use their professional judgement and training to decide whether appropriate physical intervention is necessary to ensure the safety of all pupils and staff.

Force is considered **reasonable** when:

- It is in proportion to the consequences it's intended to prevent
- The level and duration are the minimum necessary to achieve the desired result

Force is usually used either to **control** or **restrain** pupils.

Using force to control pupils includes:

- Passive physical contact, such as standing between pupils or blocking a pupil's path
- Active physical contact, such as leading a pupil by the arm out of a classroom

Restraint is typically used in more extreme circumstances, such as when 2 pupils are fighting and refuse to separate. This might include:

- Holding a pupil back physically
- Bringing a pupil under control

Staff will always try to avoid acting in a way that might cause injury, but in extreme cases this may not always be possible.

All members of school staff have the legal power to use reasonable force. School will ensure that staff have training to support them in doing this safely and respectfully. Parents and voluntary helpers who may be helping either in school or on educational visits, must only use reasonable force in situations where there is a significant risk of injury either to an individual child, other children or themselves.

To fulfill our duty of care to prevent harm, Restrictive Physical Intervention will only ever happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil)
- Cause personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

For example, staff may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to leave the room
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Conduct a search for a set list of prohibited items which includes knives and weapons, if you're the headteacher or an authorised member of staff (see section 7 above for further details)

*** This list of examples is not exhaustive.

Reasonable force can be used on pupils with special educational needs and/or disabilities (SEND), but when deciding whether this is appropriate, the needs of the pupil concerned will be considered alongside our legal duty to make reasonable adjustments for pupils with SEND.

If a pupil is displaying a pattern of behaviour that means we need to use reasonable force repeatedly, we will put in place a risk assessment and work with parents to create a Pastoral Support Plan (see section 5.7 above) that sets out the types of physical interventions that will be used in extreme circumstances.

The school's approach to the use of reasonable force is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time.' Any action will always be carried out with the child's safety and dignity in mind.

Wherever possible, where reasonable force is used, these steps will be followed:

- Use other de-escalation techniques to try to regulate the child first and avoid the use of force.
- Warn the child of what you are going to do. Offer them the chance to avoid the use of force by stopping the behaviour
- Carry out the physical intervention using no more force than necessary
- Stay calm and do not react to any abusive or highly-emotional language from the pupil
- Support the pupil to regulate or get to a place of safety, and once you feel the restraint is no longer necessary begin to release your hold on the pupil
- Discuss the behaviour that triggered the situation with the pupil
- Complete an incident report and inform parents

If reasonable force or restraint has been used, the incident will be logged by the member of staff and reviewed by the headteacher. Parents will be informed and provided with information about the incident.

For reference, this policy should be read in conjunction with the following documents:

- *DfE Behaviour in Schools document which can be found [here](#)*
- *Child protection and Behaviour Policy*
- *Staff Code of Conduct*
- *Anti-Bullying policy*
- *Exclusion Policy*
- *Force and Restraint Policy*
- *Online safety*
- *School Communication Flowchart*

Abbots Farm Junior School Behaviour Response Chart

<u>Our school rules:</u> We are Safe, We are Respectful, We always Try Our Best	
<p style="text-align: right;"><u>We follow our school rules by:</u></p> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> Helping to make our classroom a calm, purposeful working environment Speaking calmly and kindly to others Keeping our hands and feet to ourselves <ul style="list-style-type: none"> Respecting other people's property Following instructions Getting on with our work to the best of our ability Asking for help when we are stuck </div>	
Example of your Behaviour	Consequence(s)
1. Not following the school rules	Redirection and verbal reminders/support from a member of staff.
2. Continuing the above after a reminder Or: <ul style="list-style-type: none"> Inappropriate language used without meaning to upset or offend 	<p><u>Scripted Intervention - noted on CPOMS</u></p> <p>I've noticed you're not following our school rules to be safe/respectful/try your best. Last week (yesterday, earlier), you really impressed me with That's who I need to see now. How can I help you? Or I will be back in a few minutes and can't wait to see how you are getting on. Or We can discuss this at break if you would prefer</p>
3. Continuing any of the above Or: <ul style="list-style-type: none"> Unkind name calling Deliberate physical contact with another pupil/unsafe behaviour 	<p><u>Restorative Conversation noted on CPOMS</u></p> <p>Provide calm down time if needed before conversation. What happened? Who has been affected? What needs to happen to put things right and stop this happening again?</p> <p>This needs to be agreed with those affected and monitored. If behaviour continues, raise a concern to organise additional support, parents meeting, pastoral support plan – see step 4 below</p>
4. Continuing any of the above Or: <ul style="list-style-type: none"> Threatening/aggressive behaviour towards another pupil or member of staff. Deliberate physical contact with intent to hurt or upset someone Use of inappropriate language (e.g. swearing, racial or homophobic language) 	<p><u>Restorative Conversation noted on CPOMS</u></p> <p>Provide calm down time if needed before conversation. What happened? Who has been affected? What needs to happen to put things right and stop this happening again?</p> <p>Due to incidents being of a more serious nature, those affected may need time and space to feel safe, an action to repair the damage.</p> <p>This needs to be agreed with those affected, shared with parents and monitored. If behaviour continues, raise a concern to organise additional support/a parents meeting/a Pastoral Support Plan – see step 5 below</p>

<p>5. Serious forms of misbehaviour</p> <p>Or:</p> <ul style="list-style-type: none"> • Failure to change persistent misbehaviour despite warnings, conversations and support 	<p>Parents/carers will be called into the school for a restorative conference. This could result in pupils being given a Pastoral Support Plan which is a home-school behaviour agreement. In instances where pupils are unwilling to accept support or keep to their plan, the school may be forced to take further action. If behaviour is extreme the school may suspend pupils for a fixed period</p>
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