

# Relationship & Behaviour Policy

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<b>Date written:</b>	<b>February 2023</b>
<b>Updated:</b>	<b>September 2025</b>
<b>Governor approval date:</b>	<b>September 2025</b>
<b>Review date:</b>	<b>September 2026</b>

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## 1. Aims

- 1.1** It is a primary aim of our 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 behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has three strands of relationships and behaviour that promote positive behaviour. The primary aim of the behaviour policy is not a system to enforce rules. 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.

There are three strands of relationships and behaviour at Haggonfields these are to

- **Be ready to learn**
- **Be respectful**
- **Be responsible**

See behaviour strategy

‘Haggonfields’ Way’



- 1.3** The school promotes core values of

KINDNESS -TRUST -UNDERSTANDING-FRIENDHIP

- 1.4** The school expects every member of the school community to behave in a considerate way towards others.
- 1.5** We treat all children fairly and apply this behaviour policy in a consistent way, but we understand that all children are unique where necessary, flexibility will be considered to best meet their needs.
- 1.6** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good relationships and behaviour, rather than merely deter anti-social behaviour.

## 2. Rewards and Sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate and praise children with staff reference to the good choice made;

- Dojo points are collected in class. Pupils accumulate points individually and receive a class reward
- Class/class groups work together to attain class rewards
- 'Reward Tickets' are awarded to pupils for exceptional work and/or effort which can then be exchanged at the rewards cabinet or banked towards a bigger prize;
- Weekly Certificates are used to promote good levels of individual attainment and effort;
- We celebrate 100% attendance achievements weekly through an 'Attendance Bingo' where the pupil receives a Reward Ticket or Prize (pupil's choice);
- Home reading is recognised and through a weekly raffle draw where the pupil receives a book.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. We do this in our weekly celebration assembly, via our Twitter page, School Newsletter (The Herald) Tapestry & class DOJO.

**2.3** The school believes in catching children making the right choices and recognising this with verbal praise. Sometimes there are incidences of challenging or unwanted behaviour. We follow the principles of 1,2, 3 Magic and use the same 'language' in all classes. This system is offered to families in the community so is familiar to some pupils.

#### Example

A child (Jean) is being unkind with their words towards another child.

Teacher: "Remember that we are responsible and respectful. Use kind words please Jean. That's a 'one'."

If Jean then reflects, says sorry and changes her attitude the teacher will thank her publically for making the right choices.

If Jean continues to be unkind the Teacher will repeat the reminder and ask if they can help.

Teacher: "We use kind words Jean. Do you need any help? I don't want you to have thinking time. That's a 'two'."

If the behaviour still continues, the teacher will say.

"Jean – we are kind to our friends. That's a three. You now have five minutes thinking time."

This is then logged and will happen at the next break time. The teacher does not need to use a cross or angry voice but just needs to remind the child of the consequences that are in place.

Younger children in Reception, and Year 1 will need to have their thinking time straight away completing any task straight away that they missed as a consequence. If the next break time would be on the following day for older children, they will have their thinking time during the session so that they are allowed to start every day afresh.

- We expect children to **be respectful** and listen to instructions.
- We expect children to **be responsible** towards others in words and actions.
- We expect children to **be ready to learn** and try their best in all activities.

At Haggonfields, we focus on celebrating all pupils' positive attitudes and achievements. We do this through:

- Stickers
- Verbal praise
- Reward Tickets
- Work 'framed'
- Excel assemblies

We strongly believe that a robust home-school working relationship is crucial in supporting children at Haggonfields, and we ask parents to engage with us.

- The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

- If a child threatens, hurts or bullies another pupil, the class teacher records the incident (CPOMS), and seeks support for the child.
- Physical violence directed towards any member of staff in school will not be tolerated. If it is believed that the acts are deliberate or intentional, the consequence will be a suspension.

**2.4** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### 3.0 The Role of all staff – Positive Relationships

Ideas and suggestions taken from Louise Bomber’s book “Know me to teach me”

#### 3.1 What we believe:

- In this school we integrate Attachment Aware and Trauma Responsive interventions into our everyday practice.
- From research we understand that the toxic stress involved in ACEs impacts the nervous systems of human beings.
- From research we know that rich relational interventions can bring about recovery so that children can function well at home, school and in their communities.
- We will not discriminate how we relate to pupils in our care as we believe each pupil is worthy of our time energy and patience. We will differentiate according to need.

#### 3.2 Who we are:

- We see it as our responsibility to be stress and shame regulators for the pupils in our care.
- We see it as our responsibility to learn all about our pupils- what they have experienced, their stressors, their calmers and their resilience factors.
- We will be wise with our words
- We will see it as more important to maintain connection with a pupil rather than proving a point or getting our point of view across.
- We see it as our responsibility to remain regulated throughout the school day taking regular quality breaks and pressing the pause button occasionally to regulate ourselves.
- We see it as our responsibility outside of school to look after our own relationship and regulation needs and to keep healthy in body and mind.
- We remember that everyone is doing the best they can with what they have lived through to date.
- We try really hard not to take rejection and personal insults personally as we know that some pupils have experienced betrayal and do not trust adults in the moment.
- We will let others know if we are struggling so that we can engage in safe quality practice.
- We will be aware of the boundaries of our skill set.
- We will identify someone we trust in our work capacity to be our professional key adult to give permission to check in on us on a regular basis in order to support our self- care.

#### 3.3 How we will work with our pupils who have experienced relational trauma and loss

- We will know their story.
- We will provide relational buffering.
- We will allocate a key adult.
- We will prioritise spending quality time with our pupils, being physically and emotionally present, attuned, attentive and responsive.
- We will always prioritise maintaining positive relationships with our pupils whatever other demands are going on, engaging in quality moments.
- We will intentionally use warm and open faces and body language, a varied tone of voice, humour and playfulness in order to support feelings of safety and security.

- We will be curious about why pupils do what they do, wondering aloud so that our pupils have the opportunity to be curious too.
- We will not problem solve or reassure before first really communicating that we have heard what they are trying to tell us.
- We will use the **4 Rs** (Perry's Neurosequential Model of Education) and are mindful of the order needed: **Regulate, Relate, Reason, Repair**. Also acknowledging the need to revisit stages if pupil's stress levels indicate they are not ready.

### 3.4 Transitions

- Genuine care and a sense of them not being forgotten will be communicated.
- If the pupil needs to leave suddenly the key adult will make all necessary efforts to say goodbye by using cards.
- If an adult needs to leave school we will make sure that the pupil has a carefully thought through and staggered goodbye.
- If an adult needs to change their regular commitments, we will take all necessary efforts to communicate this change to the pupil directly and with compassion. The adult will also swap something like a pen or pencil case to help manage the separation or change of plan.

### 3.5 Provide Relational Repair

- We will never leave a pupil on their own after a difficulty.
- If an interaction with a pupil becomes difficult for the adult, the adult will take time out to get themselves regulated before re-engaging at a later stage.
- As adults we will always apologise directly to the pupil if we misunderstand them.
- If something needs to be repaired we will join in too even if we don't consider the difficulty to be our own personal responsibility.
- If there is a tension build up in the classroom we will ensure we check in with our assigned pupil to reassure them.
- If something goes wrong we will seek understanding from the pupil themselves rather than making our own assumptions.

### 3.6 Our aims include supporting all pupils to:

- Function well at home, school and in their communities.
- Experience safety, security and stability in our care.
- Reduce their blocked trust.
- Increase their comfort zone.
- Increase their stress tolerance.
- Increase their self-awareness.
- Strengthen their sense of self.
- Increase their internal controls.
- Strengthen their resilience.
- Feel confident and secure enough to explore, experiment, be curious and open to learning.
- Develop a personalised tool kit that will support them to move from alarm to social engagement.
- Integrate their past experiences into a coherent narrative.

### 3.7 We will measure effectiveness by:

- Checking attendance data.
- Using the Boxall Profile.
- Seeking the pupil's own views about their mental health and wellbeing.
- Logging how many times SLT have to deal with serious incidents.
- Measuring their learning progress, in comparison with themselves not their peers.
- Logging any transitions made between classes or schools mid-year.

## 4.0 The Role of the Head teacher

- 4.1** It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school 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 teachers to ensure the health, safety, and welfare of all children in the school.

- 4.2 The Head teachers supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The Head teachers keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Head teachers has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teachers may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## 5.0 The Role of Parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school's expectations in the school behaviour strategy, and we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head of school followed by school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 6.0 The Role of Governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teachers in carrying out these guidelines.
- 6.2 The Head teachers has the day-to-day authority to implement the school relationship and behaviour policy, but governors may give advice to the Principal about particular disciplinary issues. The Head teachers must take this into account when making decisions about matters of behaviour.

## 7.0 Suspensions and Permanent Exclusions

- 7.1 Only the Head teachers have the power to suspend/exclude a pupil from school. The Head teachers may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teachers may also exclude a pupil permanently. It is also possible for the Head teachers to convert a suspension into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the Head teachers excludes a pupil, he informs the parents immediately, giving reasons for the

suspension. At the same time, the Head teachers makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- 7.3** The Head teachers informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.
- 7.4** The governing body itself cannot either suspend a pupil or extend the suspension period made by the Executive Principal.
- 7.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.
- 7.6** When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the Head teachers must comply with this ruling.

## **8.0 Monitoring**

- 8.1** The Head teachers monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents on CPOMS. The Head teachers records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on CPOMS that we keep in the staff room.
- 8.3** The Head teachers keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4** It is the responsibility of the governing body to monitor the rate of exclusions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed every two years by the Principal.

## **9.0 Links with other policies**

This policy is linked to our:

- Relationships and Behaviour Strategy
- RSHE Policy
- Child-on-Child Abuse Policy
- E-Safeguarding Policy
- British Values Statement