



Behaviour and Relationships Policy

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Our Reepham Primary School 'Guiding Stars' underpin all we do and expect

At Reepham Primary School, we aim for our children to grow into kind, resilient, ambitious and respectful young people who understand how to work with others and look after their own and each other's physical and mental health. Our motto 'Inspire, Challenge and Succeed Together' reflects the need for us all to work together to support our pupils learn how to manage their behaviours. We understand that all behaviour is a form of communication, and we strive to understand behaviours that challenge and their underlying causes so that we can support pupils and their families in addressing this. This does not remove consequences for behaviours that challenge or harm. We believe that appropriate consequences and restoration are an important part of the learning process and help prepare pupils for their future.

Statement of Intent

We know that for effective teaching and learning to take place, all pupils must understand the importance of positive behaviour. Synergy MAT and Reepham Primary School are committed to implementing strategies that promote positive behaviour. We believe that all children and adults in school should feel safe at all times. No-one should feel threatened by another's behaviour. As such, any behaviour that threatens another person's well-being whether intentional or unintentional, will be acted on swiftly and decisively to protect everyone in school.

At Reepham Primary School we will endeavour to:

- Know and understand every pupil and their influences
- Teach positive and appropriate behaviours, alongside managing behaviours that challenge or harm
- Support children to understand and regulate their own emotions and behaviours
- Use classroom management strategies to support good classroom behaviour
- Use simple and consistent approaches as part of our regular routines
- Use targeted approaches if needed, to support and manage individuals with additional needs
- Work positively with parents/carers to address issues of inappropriate behaviour
- Be clear and consistent in our behaviour management
- Consistently challenge behaviours that challenge or harm and implement appropriate consequences
- Display zero tolerance to bullying

By doing these things we aim to:

- Provide a safe environment, free from disruption, aggression, discrimination, bullying and any form of harassment
- Make every child feel valued and cared for by fostering positive relationships based on mutual respect
- Create a positive culture where pupils' hard work and adoption of our values are recognised and rewarded
- Promote self-esteem, self-discipline and proper regard for others
- Ensure equity and fair treatment for all
- Ensure pupils fully understand how and why any unacceptable behaviour is inappropriate and that restoration must follow

Parameters

This policy applies to all pupils of Reepham Primary School:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform or identifiable as a pupil of the school
- if involved in a more serious issue outside of school (for example, an issue which has gained police involvement, such as harassing members of the public or school staff)

Reepham Primary School is not responsible for issues regarding social media or issues outside school hours. However, we will continue to educate students and inform parents on the safe use of the internet, and support children to understand appropriate behaviour online. Our website contains information about e-safety to support parents and children in this area. [Reepham Primary School | Synergy Multi-Academy Trust - Safe Use of the Internet](#)

Roles and Responsibilities regarding this policy

Head of School and Deputy Head

- Implementation and day-to-day management of the policy and procedures
- Ensuring all staff are fully trained in our behaviour management strategies and procedures
- The regular monitoring of behaviour and the use of consequences to ensure their effectiveness
- Ensuring that this policy and school procedures are followed, and that they are consistently and fairly applied

All staff

All staff have the responsibility to consistently:

- Model the calm and respectful behaviour we expect from pupils
- Create a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures
- Promote the strategies and use the school procedures which encourage positive behaviour and challenge inappropriate behaviour
- Apply the school rules and guiding stars in everyday relationship building
- Support all other adults in applying the school rules and procedures
- Take appropriate action according to the school procedures and consequence system
- Be aware of the heightened state of emotion a pupil might be experiencing and consider this when dealing with behaviours that challenge or harm
- Apply all Teacher and Non-Teacher standards as published by appropriate bodies, including the DfE, Trust and school
- Communicate effectively and in a timely manner, all behaviour incidents and concerns regarding a child's behaviour and record these on CPOMS
- Advise the Head of School and Deputy Head on the effectiveness of the policy and procedures

Parents and carers

The most effective form of emotional regulation and behaviour occurs when parents, carers and school staff work in partnership.

- Parents and carers are expected and supported to take responsibility for the behaviour of their child
- Partnership between parents and carers and the school is promoted to assist in maintaining high standards of desired behaviour
- Parent and carer contact is actively encouraged in order to raise any issues arising from the operation of this policy

- We encourage parents and carers to contact us if they have any concerns about behaviour in the school, or if they feel that their child is the victim of bullying
NB: The DfE state that bullying is usually defined as behaviour that is repeated, and is designed to hurt someone or a group of people physically or emotionally. These behaviours can include physical assault, teasing, making threats, name calling and cyber bullying.

Pupils

- Pupils are responsible for their own behaviour both inside school and out in the wider community. We understand that some children are still learning how to behave, and can need support to regulate their behaviour
- Along with the adults in school, pupils are responsible for their social and learning environment. They must report all undesirable behaviour to an adult at school or home
- Pupils are expected to fully cooperate with any investigation into inappropriate behaviour when asked to do so by a member of staff. Depending on the developmental ability of the child, staying silent and withholding information during any investigation may lead to consequences
- In order to ensure that we protect and foster our core ethos of succeeding together, we will not tolerate a no 'snitch' culture. Pupils will always be expected to support each other and staff in an open and honest way to ensure our high behaviour standards are promoted and maintained.

Definitions

Serious Unacceptable Behaviour

For the purpose of this policy, Reepham Primary School defines Serious Unacceptable Behaviour as any behaviour which may cause harm to oneself or others, damage the reputation of Reepham Primary School within the wider community, and/or any illegal behaviour. This includes, but is not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, relation, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and causes emotional upset to an individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – behaviour that is repeated, and designed to hurt someone or a group of people physically or emotionally. These behaviours can include physical assault, teasing, making threats, name calling and cyberbullying
- Possession of banned items
- Refusing to comply with disciplinary consequences and sanctions
- Theft
- Threatening behaviour and verbal abuse (including swearing)
- Physical aggression (hitting, kicking, pushing, punching, biting, slapping etc.)
- Intentionally damaging school property

Unacceptable Behaviour

For the purpose of this policy, Reepham Primary School defines Unacceptable Behaviour as any behaviour which may disrupt the education of the perpetrator and/or other pupils, and disrespectful behaviour towards any member of the school community. For example:

- Defiance
- Disrespectful behaviour

- Disruption to others' learning, work or play activities
- Dishonesty
- Disregarding school values and rules

Unacceptable behaviour may be escalated as 'Serious Unacceptable Behaviour' depending on the behaviour breach.

Banned items

The following are items which are banned from the school premises, and for which a search can be made within the schools.

- Alcohol
- Energy and highly caffeinated drinks
- Illegal drugs
- Weapons, including knives
- Lighters and matches
- Cigarettes
- E-cigarettes (Vapes)

Rewards and Consequences

Rewards linked to whole school rules, routines, work and guiding stars

EYFS – Immediate specific verbal praise or a sticker with specific praise

KS1 – Sticker system, leading to bronze, silver and gold certificates

KS2 – Raffle tickets to spend in school shop to buy special items for pencil cases

KS1 and KS2 – Guiding stars monthly prize draw for each key stage, with the prize being a book from the school reading spine

Gold headteacher stickers

KS1 and KS2 – Inspire, Challenge and Succeed Together certificates – awarded at monthly celebration assembly – 2 per category, per class.

Managing Behaviours that Challenge or Harm:

At Reepham Primary School, all behaviour management takes into consideration the age and the developmental stages of the child involved, as well as any SEND. Our aim is to continuously support our pupils to understand their own emotions, and regulate their own behaviours effectively. Through use of the restorative approach, we teach the children ways to know and understand the impact their behaviour has on others. As each child becomes mature enough to understand our expectations, we manage their behaviours in the following ways:

In lessons, to manage any Unacceptable Behaviours listed above, the teacher/TA will use the school system as follows:

- The teacher/TA will use positive language to tell a pupil how to behave if needed (e.g. 'listen please' instead of 'stop talking') so that the pupil knows what is expected. If inappropriate behaviour

continues, the Teacher/TA will explain why this is unacceptable and will explain the behaviour expected, looking for opportunities to praise as soon as this is carried out.

- If inappropriate behaviour continues, the child will miss some break/lunchtime, during which a restorative conversation will be held.

Out of lesson times, managing Unacceptable Behaviours and Serious Unacceptable Behaviours, the staff member will use the following approaches:

- Use of positive language to tell a pupil how to behave (e.g. 'walk please' instead of 'stop running'), so that the pupil clearly understands what is expected of them if the poor behaviour continues, the staff member will discuss with the child what is needed to improve, and give an appropriate consequence if needed.
- Providing a verbal warning, explaining why the behaviour is not ok.
- Removing the pupil to another area of the school/playground/field to be in a calmer/safer place and to reflect

The Restorative Approach

School adults have been trained to use this approach with our children and use the following script to guide them:

Restorative Script

1. From your perspective, what happened?
2. What were you thinking and feeling at the time?
3. What have you thought about or thought since then?
4. Who has been affected by what happened and how?
5. What about this has been the hardest for you?
6. What do you think needs to be done to make things as right as possible?

In this way children are supported to reflect on their actions and how others were impacted, and to put things right. Children on the receiving end of inappropriate behaviour also then learn to speak up and challenge poor behaviour and feel they have been heard and understood. With support, children learn to see things from others' perspectives. There is always a discussion about how things can be done differently next time.

Consequences

- Loss of social time, as outlined above
- Appropriate reparation e.g. cleaning graffiti, helping to mend broken equipment
- For more serious behaviours the teacher/TA may choose for the child to miss some social time, without prior warnings.
- Where a child has had 2 episodes of missed social time in a week or 3 in a half term, the class teacher will invite the child's parents/carers to a meeting to discuss strategies to resolve the behaviour. The drawing up of a Behaviour Support Plan (see below) will be considered.
- Following this meeting, if a child misses some social time again, parents/carers will be invited to a meeting to draw up a Behaviour Report Chart (see below)
- The teacher/TA can refer a child to a member of the Senior Leadership Team, who can issue any of the consequences listed below.
- Internal 'exclusion', where the child works and plays away from other children in a calm space and near a member of staff for a period of time.

- Suspension, where the child is not allowed in school for a fixed period of time. The length of time will depend on the severity of the Serious Unacceptable Behaviour, as well as the history of how often the child has behaved in an unacceptable way. The purpose of a suspension is to protect all children and adults at school, as well as to issue a consequence to the child for their actions.
- Permanent exclusion. This will be in line with the Synergy Multi-Academy Trust Suspensions and Exclusions Policy.

At any stage, the Head of School or Deputy Head may choose to escalate the level of consequence according to the individual circumstances of the situation.

Fixed term suspensions and permanent exclusions can only be issued by the Head of School.

Additional Support where unacceptable behaviour persists

Under the guidance of SLT and the school SENDCO, teachers may be instructed to use one or more of the following:

- **Behaviour trackers** to look for any patterns or triggers for that might help them to understand and support behaviour.
- **Behaviour Support Plan** – drawn up in consultation with parents to outline extra measures that can be put in place for a child to support them to regulate their behaviour and to anticipate and reduce triggers
- **Behaviour Support Chart** – drawn up with parental notification. This chart allows the child and adults to stop and reflect on behaviour at regular times throughout the day, and then agree a score for each period. This system allows the child to see how their behaviour is mostly very positive (which helps raise their self-esteem), whilst also helping to identify the triggers for poor behaviour, and agree strategies to help manage or avoid these triggers. The chart is taken home daily so that the parents and carers also celebrate high scores and positive comments and reflect on any lower scores to support their child.
- **Support from external agencies** e.g. the Norfolk County Council Schools and Communities or the SEND and Inclusion teams.

Use of Force/Restraint

On very rare occasions, staff may need to restrain a child in order to ensure the child and others are safe. Please refer to our 'Use of Restrictive Interventions' Policy for further details.

Anti-Bullying

Bullying is not tolerated at Reepham Primary School. Every child has a right to learn in a safe environment, free from harassment and bullying. Bullying is something we take very seriously. It is a deliberately hurtful act, which is repeated often, over a period of time. It causes distress to the victim. Bullies find ways to control others and the targets of bullying feel powerless to change the situation or defend themselves. Bullying can have a long-term effect on educations, emotional and social development. There are four main types of bullying:

- Physical – hitting, spitting, taking possessions etc.
- Verbal – name calling, teasing, making abusive comments
- Indirect – spreading nasty stories
- Cyber – texting, emails, social network messages/videos

Everyone – staff, pupils, parents/carers and member of the community – have a role to play to stop bullying. We know that children with SEND are much more likely to be bullied than other children, so it is particularly important to be alert for any signs that bullying is taking place for these groups.

Pupils – if you are being bullied in school:

- Talk to any adult at school that you trust (taking a friend if it helps), or ask an adult at home to talk to us
- Don't listen to the bully when they say you will be in trouble if you talk to someone. You are not doing anything wrong – they are
- You will be taken seriously and a record of your report will be kept
- If you are bullied online, keep all messages/screenshots or emails as evidence to report to the police if needed

Pupils – if you see someone being bullied at school:

- Talk to a trusted adult at school, or ask an adult at home to speak to us
- Do not listen to the bully when they say you will be in trouble if you tell someone. You are not doing anything wrong – they are

Parents/carers:

If your child is being bullied or is bullying in school:

- Contact the school and ask to speak to a member of the Senior Leadership Team (SLT) as early as you can. Do not let your child talk you out of contacting the school
- Talk over the problem with the SLT member. Try to be clear and specific about what your child has experienced, giving as much detail as you can
- Reassure your child that we will take them seriously, and that we will protect them in school as we investigate what is happening. Explain to them that we will need to listen to them directly to fully understand what has happened, and agree a plan to stop any bullying
- To combat online abuse and cyber bullying, ensure that your child is careful about whom they give their contact details to and make sure you are monitoring any social media apps they may be using

What happens when bullying is reported?

- The SLT member will meet with whoever is reporting the bullying to ascertain what has happened so far. If this meeting does not include the victim, then an additional meeting with that child (along with their parents and carers or friends to support if appropriate) will be held to build our understanding of what has happened so far.
- The SLT member will then agree a plan of action, considering the victim's wishes and their parents' wishes.
- This will usually involve a discussion with the alleged bullies to establish their understanding of what is happening, and to ensure they know the impact their behaviour is having on the victim. This also allows the alleged bullies to add any further context and information from their own perspective which may need to be considered.
- The SLT member will agree a plan with the alleged bullies, according to their responses. This may include a consequence for their actions so far, as well as a clear agreement about future behaviour towards the victim and a clear plan to escalate consequences should any further bullying behaviours occur.
- The parents of the accused child/children will be fully informed of what they have been accused of, how their child has responded, and what action is being taken as a result.
- The SLT member will agree with the child and the parents how to report any further bullying behaviours so they can be acted on immediately. SLT will check in with the child regularly to ensure the bullying does not restart.
- All actions will be fully documented on CPOMS, our behaviour tracking system and will be clearly labelled as 'Bullying'. This is also reported to Governors at the next meeting.