St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Hartest CE Primary School

Relationships and Behaviour Policy

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Date Approved	
Date Written	*October 2025*
Review Date	*October 2026*

1 Introduction

At Hartest CE Primary we strongly believe that every child has a right to feel safe, a right to feel happy and a right to learn. Positive attitudes to learning are essential for children to reach their full potential. Our school is committed to providing a safe, supportive, and nurturing environment that promotes wellbeing. This Behaviour and Relationships Policy is aligned with the principles of Trauma Perceptive Practice (TPP), ensuring that our approach to behaviour management is empathetic, inclusive, and focused on understanding the underlying causes of behaviour.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

At Hartest we expect the highest standards of all our children. We feel that the best way to encourage appropriate behaviour is through teaching them how to demonstrate core values that develop each individual child. We also believe in acknowledging children's successes and responding appropriately to unacceptable behaviour.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with enabling pupils to feel safe. Equally, our staff are approachable and there to help.

We also believe that relationship between home and school is a strong factor in promoting and maintaining high expectations and positive behaviour.

2. Promoting Positive Behaviour

Our school ethos/philosophy is central to establishing and maintaining high standards of behaviour. In order to promote positive behaviour, we ensure:

- There are a shared set of school values for the whole school community to demonstrate, which are displayed, around the school, in each classroom and on our website
- That we communicate clear, consistent expectations throughout the school (Our 'Behaviour leaflet for children' can be accessed via the school website)
- Recognise and reward positive behaviour
- Create a caring, calm, safe environment
- Provide a stimulating curriculum that meets all children's needs
- Promote the children's involvement and commitment to all aspects of school life
- Encourage consistency of response to both positive and negative behaviour by understanding and addressing the root causes of behaviour
- Encourage a positive relationship with parents and carers to develop a shared approach in the implementation of the school's policy and shared procedures.

2.1 At Hartest we use a range of positive reinforcements. These include:

Praise

- Verbal praise
- Sharing work with the class
- Direct praise to parents at the end of the day
- Sharing work with the Head of School/Deputy Headteacher

Celebration

- Displays of work around the school
- Showing work in sharing and class assemblies
- Sharing names of pupil's receiving 'Star of the Week' awards on displays in classes and the child receives a certificate to take home.

Rewards

- Stickers
- Certificates for academic achievement
- Head teacher certificate for progress in learning
- Trophies
- House points
- Termly reward activities and trips

2.2 School House Point System

At Hartest all children belong to one of three houses, and **house points** underpin our whole-school reward system. Children can be given house points for consistently showing Respect, Responsibility, Resilience, Honesty, Independence, Cooperation, Empathy and being Inquisitive and for achievements in their academic work. House points are awarded to children in class and recorded on a house point chart. All members of staff in school can award children a house point. When children collect house points, they earn certificates, which are given to them to take home and share with their family.

The House with the most points collected each week has their house colour ribbon attached to the House cup for the week and this is displayed with pride in the school Hub.

3. Viewing Behaviour as a learning Process

At Hartest we accept and understand behaviour as a learning process. Children may react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school, staff view behaviour mistakes as part of the learning journey. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role to help guide children to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to each child's behaviour and maintain our relationship with them.
Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the

need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others. In using this process at our school, we use five questions on a Think Sheet:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What should I do next time?
- What can we do to make things right? (What should happen next?)

Using this approach, the children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

4. Use of Logical Consequences

In class when children do not demonstrate the school values, teachers will use a system of actions to manage behaviour. This has been discussed with children in advance.

In class (Years R to Year 6)

Step 1 A verbal reminder linked to the school values (first reminder)

Step 2 If this is not sufficient for the child to focus on their learning, the child is given a second warning and their name is written in a class book (blue book).
At the end of the session* If no further reminders are given and the child is now making good choices and showing the school values, there is a fresh start for the next session.

Step 3 If there has been no improvement following two warnings, the child moves in class for the rest of the session.

Step 4 When this is still not enough to help the child make appropriate choices, they are sent with their work, to another class for the rest of the session. The teacher will make a note of this on a behaviour log on CPOMS and parents will be informed at the end of the day.
***Session**: A session will depend on the age of the children and teachers should their discretion using their knowledge of the children.
Step 5 The Deputy Headteacher/Executive Headteacher are called and will decide if a further consequence is needed.

If a child physically hurts an adult or child in class on purpose or swears at an adult, they will automatically be sent to a member of the Senior Leadership Team and a sanction of an internal exclusion, a suspension or a permanent exclusion will be considered.

4.1 Playtimes and other non-structured times

Playtime and other unstructured periods are important opportunities for children to develop social skills and build positive peer relationships. These times also allow children to relax and enjoy safe, fun activities. Although staff provide supervision, some children may find these periods, especially the longer lunch breaks, more challenging to manage. To ensure that everyone can enjoy this time, it is important that all children continue to demonstrate the school's values. At playtime 3 simple steps are followed:

• Given a reminder referring to the school values not being shown
• Being asked to remain with the adult on duty for the rest of playtime
• For physically hurting another child purposely outside, the child/ren will be brought in by an adult on duty to a senior member of staff.

At lunchtime these steps are followed:

Step 1 - Reminder of the value the child needs to show
Step 2 – 10 minutes with adult walking around together talking through incident and agreeing on solutions using the conflict resolution approach
Step 3 – Child brought into senior teacher on reflection duty by a Midday Assistant

At the end of lunchtime, midday assistants will feedback any behaviour issues to the class teacher. If the teacher and MDSA consider it is necessary for a child/ren to have reflection time to complete a Think Sheet, the class teacher should arrange for this to be done at a suitable time. The MDSA will record the incident on CPOMS and the class teacher will ensure that the parents are informed.

If there is a more serious level of incident on the playground, then the Senior Leadership Team will be consulted immediately. In this instance, the senior teacher will decide the appropriate action which may include a period of reflection, an internal exclusion, a suspension or a permanent exclusion. This will be recorded on CPOMS and parents informed.

5. Unacceptable Behaviour

At times a child may display unacceptable behaviour. Unacceptable behaviour is defined as a serious breach of the school values. Example Behaviours include:
• Bullying (See Anti- Bullying Policy)
• Harassment
• Physical assault against a pupil
• Physical assault against an adult
• Verbal abuse or threatening behaviour against a pupil

• Verbal abuse or threatening behaviour against an adult
• Use, or threat of use, or carrying of an offensive weapon or prohibited item
• Bullying
• Possession or use of an illegal drug
• Persistent refusal to co-operate
• Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

6. Responses to inappropriate behaviour

The headteacher will investigate the incident/s and decide on the appropriate sanction in response to the seriousness of the incident/s. This may be a period of reflection, suspension or exclusion. Suspension or exclusion may be the result of persistently poor behaviour or a serious single incident.

6.1 Reflection Time

This is an opportunity for the pupil to have time to cool down away from their peers and reflect about their behaviour, completing a Think Sheet, supported by a member of staff. This may be at breaktime or lunchtime. The pupil/s will be offered an opportunity to engage in conflict resolution and to apologise where necessary.

6.2 Internal Exclusion

Internal exclusion is when a pupil is separated from and must work away from their class for a fixed amount of time. This will be in a different classroom or room. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for a suspension or exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a suspension is necessary (examples: behaviour chart to address specific behaviours causing a problem; school report; support from the learning mentor etc.)

6.3 Internal Exclusion to Long Melford CE Primary

We recognise that sometimes an internal exclusion may not be effective, and a different approach is required. In this case, and where a suspension is not necessary /appropriate, we may choose to exclude a pupil to Long Melford CE Primary, our partner school within the St Edmundsbury and Ipswich Multi-Academy Trust. A member of school staff will supervise the pupil whilst they complete set work in isolation at Long Melford. Parents will be required to drop off and collect their child at the beginning and end or the day as well as make alternative arrangements for lunchtime.

6.4 Fixed Term Suspension or Permanent Exclusion

Incidents of a more serious nature or persistent and repeated inappropriate behaviour may result in a fixed term suspension or a permanent exclusion. Pupils can be suspended on a fixed term basis i.e. up to 45 school days within a year (please see Suspension and Exclusion Policy). In the event of any of the above, incidents will be recorded on CPOMS and parents informed.

7. How we support children with additional social, emotional and mental health needs

At Hartest, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the pupil's life (staff, family, professionals) in order to best meet their needs. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

7.1. Ways to Support Understanding

If it becomes clear that staff are providing more support than usual to manage a child's behaviour, the class teacher will seek assistance from the SENCo. The SENCo will then devise a behaviour management plan with specific targets and clear steps to ensure that all adults working with the child are consistent in their approach. This plan may include an individual behaviour chart, setting clear targets and offering appropriate rewards to encourage positive behaviour. Where a child continues to display consistently challenging behaviour, additional support may be sought from external professionals such as the Educational Welfare Officer, Educational Psychologist, or Behaviour Support Team.

8. Off-site Visits

This policy also applies when children are off-site on a school visit. If behaviour becomes unacceptable or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

9. Off school premises

This policy applies to children when they are on school premises. However, any incidents that are brought to our attention, when the children are in school uniform, and could potentially bring the school in to disrepute, will be dealt with in partnership with parent/carers.

10. Use of Reasonable Force and Physical Restraint

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from injuring themselves or others, causing damage to property, committing a criminal offence, or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Before such action the staff will employ a wide range of strategies in order to avoid this action. This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child.

Physical restraint is only used by members of staff trained in physical restraint and follows the guidance produced by the Department for Education Use of Reasonable Force (DfE, 2013).

11. Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils. Staff may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day.

If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:
• knives and weapons
• alcohol
• illegal drugs
• stolen items
• tobacco and cigarette papers
• fireworks
• pornographic images
• Any article that has been, or is likely to be, used to commit an offence, cause personal injury, or damage property may be subject to a search. The Department for Education (DfE) provides legislation outlining the required procedures for handling prohibited items found during a search.

12. Behaviour of Parents / Carers

Developing effective partnerships with our parents is an important part of our work at Hartest and we welcome and encourage parents / carers to participate fully in the life of our school. To ensure these partnerships can continue to flourish and progress, we remind parents that some behaviours are not acceptable, these include:

- Disruptive behaviour, which interferes with the running of the school in any way
- Use of loud, offensive language, swearing, cursing or displaying a temper
- Verbally or physically threatening a member of staff, Governor, visitor, fellow parent or pupil.
- Damaging school property
- Abusive, threatening or vexatious texts/emails/voicemails or any other form of written or verbal communication
- Offensive or derogatory comments regarding the school or any of the pupils/staff/parents at the school on any social media site
- The use of physical aggression towards another child or adult.
- Approaching someone else's child without the permission of the parent
- Smoking or consuming drugs or alcohol whilst on the premises
- Bringing a dog into the school grounds

If any parent has any concerns, they are able to talk to the class teacher or a senior member of staff so they can deal with anything in a fair and calm manner.

If any of the above behaviour is reported to the school, a senior member of staff will meet with the parent to discuss their behaviour and send a letter discussing the outcomes of the meeting. As it is an offence to cause a disturbance or nuisance on school premises, the school reserves the right to take necessary action to ensure members of the community are not subject to abuse. The school may prevent parents or carers from entering the school and/or contacting staff, and, in this situation, the parent will be responsible for organising alternative arrangements for their child to be collected.

13. Our Responsibilities

13.1 All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with pupils in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our pupils
- Participate positively in appropriate training.

13.2 Executive Head Teacher

- Lead on all aspects of this policy

• Ensures that all staff receive regular purposeful training to support relationships and minimise risk
• Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to.
• Offers and provides appropriate support to staff following a stressful incident

13.3 Other Senior Leaders

• Lead on all aspects of this policy
• Ensure the policy is implemented effectively
• Ensure all staff are appropriately trained
• Oversee the specific needs of all pupils across the school
• Provide support to staff, pupils and parents as necessary
• Link with outside agencies to access additional services
• Ensure that all tracking and reporting of incidents and additional needs are up to date

13.4 Classroom Staff

• Plan the teaching and learning for all children
• Include parents/carers in personalised planning for their child
• Communicate regularly with parents/carers about their child's needs
• Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a pupil may be having.

13.5 Family

• Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
• Engage with support offered by the school and other agencies to further support their child's needs
• Have open conversations with the school

14. Review

All staff at Hartest CE Primary School are responsible for the implementation of the Relationships and Behaviour Policy. This policy should be read in conjunction with the policies for:
• Anti-Bullying
• Restraint
• Child Protection
• Suspension and Exclusion

Appendix A

THINK SHEET

What happened?

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_____

_____

_____

What were you feeling at the time?

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_____

_____

Who has been affected?

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_____

_____

What should I do next time?

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_____

_____

_____

What can I do to make things right?

_____

_____

_____

_____

Child:_____ Teacher:_____

Date:_____