

CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

"Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel."
Proverbs 20:15

**Christopher Reeves VA Primary School/
St. Lawrence VA Primary School**

Relationships and Behaviour Policy

December 2024

Review Spring Term 2026

CHELLINGTON FEDERATION

RELATIONSHIPS AND BEHAVIOUR POLICY

Statement of Intent

The Chellington Federation Church of England Federation is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of Federation life.

As a Church of England Federation, the schools promote a friendly, caring, family ethos where everyone works as a team to support each other across all areas of school life thus encouraging Happiness through Wisdom - *"There is gold and a multitude of rubies; but the lips of knowledge are a precious jewel."* Proverbs 20:15

In each school, we aim to build communities clearly based on Christian values. At Christopher Reeves, the whole community is encouraged to 'Live our Values' being strong and courageous to follow God's love and stand steadfast. *"Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go."* Joshua 1:9

At St Lawrence we encourage all children to 'Let Their Light Shine' through the core values of hope (Letting our light shine gives us hope for the future.), courage (We have courage to Let our Light Shine.) and perseverance (When we persevere our light can shine). *"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."* Matthew 5: 14-16

This policy, and its associated procedures and protocols, is based on these key principles.

PRINCIPLES

Christopher Reeves Church of England Primary School and St Lawrence Church of England Primary School are members of Christian communities and as such believes that all members of its community are of equal and invaluable worth. All have the right to respect and tolerance from others and equally, are responsible for treating others with that same respect and tolerance.

The Federation Behaviour Policy is designed to achieve these aims. Consistency of expectation and rewards and sanctions are vital to achieve a safe, secure and happy environment where all members can achieve their potential.

This policy is designed to promote a positive ethos of good behaviour in which children can learn and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

We are **VALUES BASED** schools and everything we do is underpinned by the teaching of our agreed Christian Values. These values are chosen by the school communities and reviewed regularly to ensure they meet the needs of our children and the context we work in. Our Values form the

framework for our themes both in lessons and in our daily interactions with others as well as creating a framework for our daily Collective Worship. As church schools, explicit links are made to how these values relate to the teachings of the Bible.

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. We seek to create a caring, learning environment in the school by:

- modelling and promoting positive relationships based on mutual respect
- ensuring fairness of treatment for all, understanding that 'fair' is not always synonymous with 'same', and that some pupils require additional support
- encouraging consistency of rewards and sanctions across the school
- providing a safe environment free from disruption, violence, bullying and harassment
- encouraging a positive relationship with pupils, parents and carers to involve them in our Values work and seek their support when potential issues arise
- building self-esteem and developing confidence in all children

In our school each person is of equal worth. Members of staff have a responsibility to act as role models and are required to behave with courtesy, consideration and respect for children at all times.

PRACTICE

**The Lead Teacher for Behaviour at Christopher Reeves is Mrs N Clark
The Lead Teacher for Behaviour at St Lawrence is Mrs J Smith**

If a member of staff is not able to resolve any issues, following the guidance contained in this Policy, it should be referred to the Behaviour Lead Teacher.

Queries from parents should go to the class teacher in the first instance. If they cannot be resolved satisfactorily, they should be referred to the Behaviour Lead Teacher.

Children are taught to:

- have respect for themselves and others
- have respect for the school buildings and local environment
- move about the school in a safe and orderly manner
- be punctual for registration, lessons and other commitments
- be prepared and equipped for lessons and the school day

Staff are required to:

- **Be fair but firm**
- Always **refer to our values**
- Always **label the behaviour** not the child i.e. "that was an unkind thing to do" not "You are an unkind person"
- Use the **language of choice** i.e. "You have a choice....", "Are you making the right choice?", or "you have chosen not to follow this rule therefore I have to.....". This means that it is not

the adult imposing the sanction, but the pupil begins to realise he/she has a responsibility to behave well

- When something goes wrong, make sure that pupils have **time to reflect** on what they have done
- **Treat all children equally**, i.e. sanctions should apply to all children who have misbehaved regardless of whether they normally behave well or often seem to make poor behaviour choices
- When behaviour is non-violent and non-abusive, staff should employ the **Restorative Thinking** process which gives pupils ownership of the situation, encouraging constructive dialogue, empathy, resilience, and problem solving skills
- **Be sensitive** to a pupil who is feeling scared/embarrassed
- **Think carefully about body language and tone of voice before approaching a child who is feeling stressed or upset** (eg approach from the side, speak quietly and calmly, do not point or wag fingers, get down to their level). **It is often best to wait until the child is no longer in a state of arousal before trying to discuss the incident calmly with them**
- **Do not take the child's behaviour personally**

The role of parents:

Parents have a vital role in promoting good behaviour in school, and effective home-school liaison is important. The school has the right to expect that parents will give their full support in dealing with their child's behaviour. We encourage parents:

- Support their child in adhering to this 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.
- Reinforce the whole school values and approach / processes in response to behaviour.
- To work with the school in supporting their child

The role of the school:

- To promote a positive and welcoming environment within the school
- To give parents regular positive and constructive comments on their child's work and behaviour
- To encourage parents to come into school for formal and informal occasions
- To keep parents informed of school activities by class letters, diary dates and school newsletters
- To maintain effective induction arrangements for new parents
- To inform parents at an early stage in any disciplinary arrangements
- To survey parents for their views on communication and pastoral systems

REWARDS and SANCTIONS

Children thrive on praise and rewards.

In our school we have a range of reward systems that can be employed at the teachers' discretion, and all of which support our positive values-based ethos.

Celebration Assemblies

Children from each class are selected to receive praise certificates in Celebration Assembly every Friday. The children's awards are subsequently named in a whole school Newsletter. We award certificates for a wide range of achievements including those which refer explicitly to the values that the child has shown during the week- e.g. Quality in their work for a piece of excellent writing, perseverance when something has proved difficult in Maths and they have not given up on a problem, and co-operation when they have worked with others to achieve something as a group.

In this weekly assembly we also celebrate achievements that children have done outside of school - sports, dance, clubs and other activities.

In Class

In school, during lessons, we use class behaviour charts. Children will move up the chart when they are demonstrating school values and following school rules. Other strategies that we use are:

- Positive reinforcement
- Stickers
- Working towards Golden Time at the end of the week (where applicable)
- Personal contact with parent at the beginning and end of the school day to praise good behaviour. (if this is not possible, staff may phone parents or write in the Home-School Liaison Book)

Children move down the ladder if they:

- Do not follow class / school rules
- Distract others
- Inhibit learning of others

Children will be given 2 verbal warnings before moving to Time out (5 minutes). Time out should prepare them to come back 'Ready to Learn'.

Should children continue to disrupt learning, they will be given 2 further verbal warnings and then go to a different teacher.

After visiting the different teacher, children return to 'Ready to Learn'. Should their behaviour not improve, they will be sent to the behaviour lead.

For severe examples of behaviour, judgement must be applied and the ladder system may not apply. For these children, other strategies will be used. These are as follows:

- Individualised sticker charts or behaviour books
- Report card

UNSAFE BEHAVIOUR

Senior Leader involvement

Where a child's behaviour escalates either within the classroom or within the wider school environment to levels that are deemed by the staff as being unsafe to either the child or to those around them then Senior Leadership involvement is necessary. These types of behaviours may include, but are not limited to, physical aggression/violence, damaging the school environment, any behaviours that may result in harm towards others, bullying, unsafe play including the use of equipment.

Steps to de-escalate:

1. Ensure the spaces are safe for other children / adults.
2. Follow agreed / individualised de-escalation processes.
3. Ensure the safety of all members of the school community, deploying positive handling techniques to move the child/children to safety if necessary and where staff are trained.
4. Consider and agree proportionate consequences to the behaviour. In determining a proportionate outcome, the full context of the incident, including the degree to which the behaviour was intentionally or unintentionally provoked, will be considered alongside the impact or potential impact upon the other children. This will be undertaken with full regards to the Public Sector Equality Duty 2010 and our duties under the SEND code of practice.

CONSEQUENCES

Consequences may include (but are not limited to): Extended or additional reflection on unsafe behaviour with a Senior Leader.

Formal measures such as

- Internal suspension: Internal suspensions are issued by the Senior Leadership Team and will take place following a conversation with parents. Time in school away from peer group. The child will be supervised and complete their planned learning. An internal suspension will usually also incorporate some restorative work/ support.
- Fixed term external suspension: A fixed term suspension is the decision of the Headteacher following an investigation and is usually a consequence of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.
- Permanent exclusion.

Permanent Exclusion

'In case of parents disputing the decision of the Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an Independent Review Panel. Where there is an allegation of discrimination, parents can also make a claim to the First- Tier Tribunal'

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Unsafe behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Violent behaviour towards other children or adults

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Stolen items
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Deliberate disregard for school rules and procedure;
- Leaving the school premises without permission;

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

At lunchtimes

Pupils start their meal in a calm, prayerful atmosphere by saying 'Grace' together, led by the Midday Supervisors. They are encouraged and coached in good table manners and mealtime conversation.

Children are provided with purposeful playground resources, and one member of the supervising staff is specifically tasked with encouraging children to engage in play, targeting especially those who find unstructured time challenging. The MDSA team will also use Restorative Thinking techniques and if absolutely necessary, use the following approach:

<p>Level 1 Non-verbal reminder Verbal reminder of expectations of behaviour and rules Verbal reminder with choice of consequences</p>
<p>Level 2</p>

Sanction – 5 minutes of ‘Time-Out’
<p>Level 3 Second ‘Time Out’ incident (period of time to be spent sitting or standing in location) Incident to be recorded on the SIMs behaviour log, Class teacher informed, member of SLT informed. Parents must be informed of behaviour.</p>
<p>This procedure assumes a gradual increase or persistence in unsafe behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature, (i.e. violence of any kind) then Level 3 will be imposed with immediate effect.</p>

MANAGING COMPLEXITITES

Managing Risk

In some instances, where a child’s behaviour is deemed to be a risk to their own or other children’s safety, the Executive Headteacher and parents will agree and complete a Risk Assessment. This may also include a discussion of proportionate use of restraint.

Use of Restraint

All adults are entitled to use restraint to prevent injury to the pupil themselves, to other pupils, or to the adult.

Restraint will only be used when a pupil’s behaviour is a risk to themselves or to other children, in a situation where the other children cannot be removed from the immediate danger. In these rare instances trained staff members can be called on to employ approved restraint techniques, and this should always involve a minimum of two staff members. Following any incident of restraint, the staff members will complete the appropriate paperwork to record the incident, and parents will be informed at the earliest opportunity.

TRAINING

It is vital that our staff are trained to deal with challenging behaviour and this is done through appropriate professional development using expertise from both in and outside the school. We have links with St John’s Special School and Bedford Borough Behaviour specialists to ensure we can access appropriate and high quality CPD opportunities.

MONITORING, RECORDING AND REPORTING BEHAVIOUR ISSUES

It is not only unmanageable but also unnecessary to record every incident that happens. However it is important and helpful to record incidents of aggressive, repetitive, inappropriate or unacceptable behaviour so a) that the staff and Governors can monitor any emerging patterns and b) identify whether a child is in need of further support or referral .

Behaviour Incidents are reported on CPOMs to make analysis of patterns easier, and reduce paperwork.

It is important to record only facts and not rely on what others saw therefore the person witnessing the incident should be the one to record this.

Staff also report minor incidents to the Senior Leaders / SENDCo as they occur. In this way both the Executive Headteacher and other staff can be made aware of low level issues before they escalate and this will ensure that a consistent approach to dealing with the behaviour can be used by all adults. It also helps the school to respond to parents who may raise an issue with the Executive Headteacher. Governors also monitor behaviour in the school and exclusions and bullying incidents through termly governors meetings, reports from the Executive Headteacher and visits to the school.

SUSPENSION AND EXCLUSION

Internal Suspension

When a pupil has continued to ignore the series of warnings (as above) or has behaved in an unacceptable way, the class teacher may choose to remove the pupil from the group or rest of the class (where he/she has an audience) and allow the rest of the lesson to continue undisturbed. If a pupil's behaviour is affecting the learning environment it is important that disruption to the learning environment is minimized. It should not be necessary to remove the pupil from the room unless there is a serious issue which is affecting the other children. The period of suspension should be proportionate to the age of the pupil, and in most cases, not exceed the length of one lesson. Once the sanction has been completed the pupil may rejoin the class/group and the staff will ask if the child is ready to return and carry on learning.

In more serious cases, where a pupil has not responded to previous sanctions and continues to disrupt their own and others' learning, the pupil may have an internal suspension for the duration of a school session (ie a morning or afternoon). Parents will be informed, the pupil will be provided with a short 1:1 input and learning tasks to be completed during the session.

Fixed Term Suspension

Only the Executive Headteacher or, in her absence, the Deputy Headteacher or a senior member of the teaching staff acting with the Executive Headteacher's authority, can suspend a child from school.

A decision to suspend a student will be taken only if:

- **there has been a serious breach of the school's Relationship and behaviour policy *or***
- **allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school *or***
- **anything has happened which may bring the school into disrepute**

Permanent Exclusion

Permanent exclusion is the last resort after a range of measures have been tried to improve the pupil's behaviour. Any child identified as being at risk of permanent exclusion or fixed period suspension will first be referred to additional or alternative provision to meet their individual needs.

In the case of fixed-term suspensions and permanent exclusions, the Executive Headteacher will follow the procedure and timescales as advised by the LA and the most recent statutory Government guidance: *The School Discipline (Pupil Exclusions and Reviews)(England) Regulations 2012*

CHILD PROTECTION

The school works very closely with parents to support children in every way possible. However, the Children's Act (2004), the Prevent Duty (2023) and Keeping Children Safe in Education (2024), places clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children.

Consequently if concerns are raised within school, or a situation involving possible abuse is reported to us we would not be able to guarantee confidentiality. In such cases the information would have to be referred to the appropriate agencies following the guidance in our Safeguarding and Child Protection Policy.

Parents' views on the effectiveness of our behaviour management are sought in the Annual Parental Questionnaire. Pupils' views are gathered through our Student Voice mechanism of the School Council. This policy will be reviewed regularly by staff and Governors every two years unless there is a pressing need to be addressed in the interim.

This policy is the responsibility of: The Full Governing Body

This policy has been reviewed and agreed by the Governing Body on 5th December 2024 and will be renewed in February 2026.

If you require a hard copy of this policy, please contact the school office.