



Behaviour and Relationships Policy

Approved by the governing body on: 24th April 2025

To be reviewed on: 24th April 2026
Pete Sayers

Signed on behalf of the governing body: _____

IDLE C.E. (A) PRIMARY SCHOOL
BEHAVIOUR AND RELATIONSHIPS POLICY

Vision Statement

At Idle CE (A) Primary School we celebrate being part of God's family. We inspire our children with a love of learning in a safe, caring environment, which is theologically rooted in our Christian Vision of:

Jesus' promise of "life in all its fullness" (John 10.10)

for children, young people and adults within our school community to flourish. We are driven by our vision to nurture Christian hope and high expectations for all involved with education of the pupils in our care and to serve the common good.

Rationale

At Idle CE (A) Primary School we believe that every member of our school community should have an equal opportunity to achieve their full potential regardless of race, colour, gender, sexuality, disability, special educational needs or socio-economic background. We believe that it is the right of all our pupils to be educated in an environment free from disruption by others. This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members and founded through the establishment and development of positive relationships within our school community. In order for this to be successful, effective links and co-operation between home and school are essential. This policy should be read in accordance with the Anti-Bullying Policy, Exclusion Policy, SEND Policy and the school's agreed Equality Objectives.

Our School Rules

We believe that everyone in school should be **Ready, Respectful and Safe**. These are our School Rules. This means that everyone has:

- The right to learn and the responsibility to be **ready** to learn
- The right to **respect** and fair treatment and the responsibility to treat others in the same way
- The right to feel and be **safe** and the responsibility to ensure that others do also

It is the responsibility of everyone within the school community to behave in a way which consistently demonstrates our Christian values and ensures that our school mission and vision is achieved.

Positive Behaviour Management

We believe that through a positive approach to behaviour management, with logical consequences, we are able to create a positive environment for our pupils in which they can thrive. A positive approach to behaviour management enables all pupils to access teaching and learning effectively and help them develop into well-rounded citizens.

We believe that children should take their own responsibility for the choices they make. Wherever possible we try to work with the children, offering high support, nurture and encouragement. This is

in conjunction with consistently setting clear boundaries and expectations of behaviour, applying logical consequences for actions.

Behaviour Strategy

At Idle, we use a staged approach to managing behaviour. This is based on respectful, restorative approaches and the application of logical and agreed consequences related to the choices pupils have made.

Occasionally, despite the positive behaviour management approaches used, more serious behaviour incidents may occur. In this case, it may require reporting to the Local Authority and it is important to note that:

- communication is clear between pupils, staff and parents of pupils involved and the Headteacher.
- investigation of the incident through speaking to relevant witnesses and restorative circles with involved parties (this may also include parents if appropriate) takes place.
- actions taken as a result of investigation may include (as appropriate) restorative circles, pastoral support, modifications or exclusions (please see Exclusion Policy).
- closure of the incident emphasising restorative actions between pupils, staff and parents to ensure lessons are learnt and relationships are restored.

Monitoring and Review

The effectiveness of our positive behaviour strategies are monitored by the Senior Leadership Team on an ongoing basis and the head teacher provides a written report to the governing body identifying behaviour issues on a termly basis in the form of the Headteacher's report to the full governing body. This is minuted by the governing body and forms part of the evidence base for the effective implementation of the Equality Act.

Rewards and Recognition

We recognise that it is important to receive reward and recognition for positive attitudes and behaviour. These are in line with our **Rights and Responsibilities: Ready, Respectful, Safe.**

Recognition rewards include:

- Positive visual where pupils can move up through the day
- Whole class rewards
- Stickers
- Class teacher certificates, presented in assembly either in class or whole school
- Marvellous Me messages home
- Headteacher rewards for exceptional work, progress and attitudes

Individual rewards may be built into behaviour plans in consultation with parents and pupils or as agreed with the SENCO (AHT).

BEHAVIOUR STRATEGY

Stage 1

All behaviours at stage 1 are to be dealt with by the class teacher or adult in charge of the class at the time, this includes implementing the consequence.

Stage 1 Behaviours (and how these break our school rules):

- Calling out – *not being respectful*
- Answering back- *not being respectful*
- Swinging on chairs – *not being safe*
- Talking during teacher input/whilst others are talking – *not being ready or respectful*
- Rough play – *not being safe*
- Name calling – *not being respectful*
- Rudeness – *not being respectful*
- Unsafe/not respectful movement around school - *not being ready, respectful or safe*

Logical consequences at stage 1 should be delivered in staged approach:

- 1- Private reminder using the script “*You are choosing to.....so you are not being ready/respectful/safe.*”
- 2- Clear instruction
- 3- 10-minute reflection given at break time – this needs to be implemented by the adult issuing the consequence.

If there are persistent stage 1 behaviours parents should be informed by the class teacher by either speaking with them privately at the of school day or by phone call. Any phone call should be recorded on Arbor.

Stage 2

All behaviours at stage 2 are to be dealt with initially by the class teacher or adult in charge of the class at the time, however Senior Leaders will implement the consequence.

Stage 2 Behaviours (and how these break our school rules):

- No response to stage 1 behaviours
- Physical harm in retaliation – *not being safe*
- Causing damage to school property – *not being respectful and safe*
- Refusal to follow instructions - *not being ready, respectful and safe*
- Swearing – *not being respectful*
- Discriminating against protected characteristics – *not being respectful*
- Walking or running away from staff - *not being respectful and safe*

Stage 2 behaviours carry the follow consequences:

- Removal from the classroom to allow pupils to regulate their behaviour with a member of a pastoral team
- Lunch time reflection with a senior member of staff. This member of staff will send an email via Arbor to inform parents they have attended reflection using an agreed template. ***Parents must be informed by the class teacher why the reflection took place.***

If there are persistent stage 2 behaviours, a personalised behaviour plan will be created by the class teacher with support from Assistant Headteacher if required. A meeting should be arranged with class teacher, assistant Headteacher and parents where this will be shared.

Stage 3

All behaviours at stage 3 are to be dealt with by the Senior Leadership Team, including the Headteacher.

Stage 3 Behaviours (and how these break our school rules):

- No response to stage 2 behaviours
- Bringing or weapon into school – *not being safe*
- Using an implement as a weapon – *not being safe*
- Escape / attempted escape from school grounds – *not being safe*
- Initiating physical harm– *not being safe*
- Fighting – *not being respectful and safe*
- Unprovoked physical harm– *not being safe*
- Significant damage to school property – *not being respectful and safe*

Stage 3 behaviours carry the following possible consequences:

- Internal suspensions*
- External suspensions*
- Permanent exclusions**

For any stage 3 behaviours a meeting will be arranged between parents and the Headteacher and the pupil may be placed onto Head Teacher’s report for an agreed period of time. At this point referrals may also be made to external agencies to support the pupil and family.