



# John Mayne C of E Primary School

## Positive Relationships Policy (Behaviour)

*We are an outward looking school at the heart of the village community. Guided by the example of Jesus, every child is individually known and nurtured.*

*Our aspirational curriculum offers a breadth of opportunities to widen experiences, create a love of learning and develop the courage to live life to the full, enabling all to step forward in confidence.*

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## *Aspiring to live life to its fullness*

### *John 10:10*

At The John Mayne Church of England Primary School, our vision of life in all its fullness puts our children and families at the centre of everything. In our inclusive and unique community with distinctively Christian foundations, every experience enables all to flourish as individuals and to thrive as God intended; mentally, physically, emotionally and spiritually.

The school welcomes everyone to its family and upholds the principles and teachings of the Christian faith. We provide a secure, caring learning environment, which supports and encourages all to fulfil their potential.

The John Mayne Church of England Primary School and our Christian values are at the heart of everything we do.

- o [Compassion](#)
- o [Hope](#)
- o [Courage](#)
- o [Respect](#)

Our whole school vision is built upon and guided by these. Every school policy is written with this in mind and implemented in a way that reflects our vision of our children being able to live life to the full and as Jesus, the good shepherd protected, guided and encouraged, we encourage our children to live their life in all its fullness through our approaches.

# Positive Relationships Policy

## 1. INTRODUCTION AND VISION

At The John Mayne C of E Primary School, we believe children should lead safe, healthy, happy lives that result in them learning well and developing positive relationships with peers and staff. Therefore, as a school, we feel it is important to promote a caring and supportive environment that enables all members of our school community to feel secure and respected, encouraging positive behaviours in others and ourselves.

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage children to support their skills and understanding and engagement with school.

At The John Mayne C of E Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Positive Relationships Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour.

Adult and child relationships are integral for this. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

Developing supportive relationships with children is the responsibility of all members of staff. Staff will seek to understand the children's perspective of the situation, strive to understand the child's feelings whilst maintaining firm but fair limits on behaviour. Staff will help children to develop a range of strategies to manage expectations.

## 2. AIMS

At The John Mayne Primary School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. Everyone is taught to accept responsibility for their own actions. We are a caring community, whose values are built on mutual trust and respect for all. The school's Positive Relationships Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where there is mutual respect and in which everyone feels happy, safe and secure.

The Positive Relationships Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all children to achieve their best. This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way. The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. The school will not accept any behaviour of discriminatory nature, by any member of the school community, whether child or adult. The development of personal qualities, interpersonal skills and the fostering of respectful behaviour is an integral part of our whole school curriculum and these are continually promoted through our shared school values and our PSHE curriculum. Children should be treated impartially and with the Positive Relationship Policy being applied in a consistent and harmonious way.

Our Positive Relationship Policy endeavours to help children to grow in a safe, secure environment and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage, and promote positive behaviour, in part, through the ongoing development of child emotional regulation.

### 3. SCHOOL VALUES

Our approach to behaviour at John Mayne C of E Primary School goes beyond simply addressing misbehaviour and aims to instill behaviour for life. A central part of this approach is our focus on our core values. We have identified four values which we refer to in everything we do, including learning, play, worship, rewards and in day to day conversations with the children.

Our **school values** are:

Compassion	Hope	Courage	Respect
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### 4. ROLES AND RESPONSIBILITIES

Developing supportive relationships with children is the responsibility of all members of our community.

**All staff** must:

- Demonstrate unconditional care and compassion
- Be consistent
- Be calm and regulated themselves
- Model and build positive relationships with all the children
- Actively promote and recognise desirable behaviours publicly
- Discuss undesirable behaviours privately
- Take time to welcome children at the start of the day and following transition times to give a fresh start
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring back to the school's values and expectations
- Seek to understand the child's perspective of any situation, understanding their feelings while maintaining firm but fair limits on behaviour

**The Headteacher and The Senior Leadership Team** must:

- Demonstrate unconditional care and compassion
- Be consistent
- Be calm and regulated themselves
- Model and build positive relationships with all the children
- Actively promote and recognise desirable behaviours publicly
- Discuss undesirable behaviours privately
- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations

- Encourage use of positive praise through HT house points, phone calls or texts home and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant teams of staff.
- Support teachers, teaching assistants and lunchtime supervisors in managing children with more complex or challenging behaviours

**Parents and families:**

- Should encourage their children to meet the school's expectations at all times
- Celebrate their children's successes
- Inform the school of any changes in circumstances that may affect their child's wellbeing and behaviour
- Know and understand the school's Positive Relationships (Behaviour) Policy and support at home where appropriate
- Agree to The John Mayne C of E Primary School Home School agreement
- Support the actions of the school

**Governors**

- Reviewing and approving this 'Positive Relationships (Behaviour) Policy' in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

**Children want all staff to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

## **5. INCLUSIVITY AND EQUALITY**

We are an inclusive school; we believe in equality and in valuing the individual.

We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality, Diversity and Cohesion Policy will be further reinforced through the Positive Relationships (Behaviour) and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

Trends in relation to behaviour are analysed and shared with staff- this for example could include gender or ethnicity. Stereotypes are challenged and staff are expected to be reflective practitioners when considering possible personal bias, whether this is conscious or unconscious.

## 6. PROMOTING AND RESPONDING TO POSITIVE BEHAVIOUR

At The John Mayne C of E Primary School, we recognise that members of staff who promote positive behaviour well, consistently do the following:

- Deliberately and persistently notice children doing the right thing and praise them in front of others
- Know classes, groups and individual children well and develop positive relationships with all children
- Relentlessly work to build mutual respect

**Our school also promotes positive behaviours through:**

**Good Role models.** All staff, parents and children should aim to be good role models. For example, if we want children to use quiet voices and ask for things politely, then adults should also use quiet voices and talk politely.

**Positive relationships:** Secure relationships ensure that children feel secure, understood and ready to learn. Our staff take time to get to know children and make connections, actively finding time and space to talk and listen. All children must be greeted with a smile and friendly welcome and every day will end on a positive note.

**Every session is a new session.**

**Positive experiences must outweigh negative:** People generally remember negative experiences more than positive so it is essential that all staff focus on providing positive feedback and experiences.

**Use of language:** We use positive language that focuses on what the child is doing well and positive outcomes. Staff are consistent and clear about what behaviour they are describing and ensure when describing negative behaviour, it is the behaviour they do not like, not the child e.g. Instead of “stop making so much noise” say “please use your quieter voice”. Instead of “Why haven’t you done your work, it’s easy” say “I know it looks difficult but let’s work it out together.”

**Curriculum:** Through our curriculum, children are enabled to experience beneficial developments in their characters, regularly involved in life-enhancing actions and initiatives.

**Environment:** Our school and classroom environments are happy and stimulating places to be, where children feel safe and have a sense of belonging. Classrooms must have:

- Personal references such as children’s learning, names etc.
- Stimulating displays.
- Aids to academic and emotional learning which are easily accessible
- School values displayed
- All areas clean, tidy and maintained
- Visual timetable
- Place to reflect and pray
- Worry boxes.

**Stimulating learning:** Lessons are stimulating and well planned to meet all children's learning needs. Children who are unable to access the lesson and feel success are more likely to display undesirable behaviours.

**Peer support:** Children at school value peer support. Providing opportunities for children to talk to a range of people, including their peers, enables them to develop the language and skills to discuss emotions and problem solve. This is done by:

- Peer talk used regularly
- PSHE & Circle time.
- Explicit opportunities to discuss a range of issues
- School Good Shepherd discussions.

**Zones of Regulation:** Teaching children how to regulate their own behaviour. Our Zones of Regulation strategies and curriculum explicitly teach children to understand their emotions and behaviours, be able to regulate their emotions and develop a positive psychology. The language and ethos of Zones of Regulation as well as **emotion coaching** will be part of school daily life to embed it into children's mindset for life. Every classroom has a calm space, which children are taught how to use and encouraged to use when they are in distress, in order to regulate themselves.

**Emotion Coaching:** We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training and coffee mornings for parents to learn this approach and share their own experiences.

**Brain breaks:** Brain breaks happen throughout the day. Brain breaks help calm the body and refocus the mind. Regular practice builds the ability to concentrate.

**Worship:** Worship, especially Celebration Worship is an opportunity to celebrate positive behaviour and develop our Christian school values.

**Self-esteem:** Positive experiences, such as a praise or a compliment, help counteract negative feelings and thoughts. Building a healthy self-esteem in our children enables them to acknowledge their strengths and weaknesses and be optimistic.

**Consistency:** A consistent, predictable approach enables children to feel safe and secure. All children will be met with consistent responses to their actions, the responses must be personalised to match each child's emotional development needs. This will be enabled by teachers having a good understanding of children's developmental needs and the sharing of personal behaviour support plans for individual children

**Clear expectations:** Teachers will explicitly teach the expectations for behaviour, particularly at times of transition. Transition may include short term transition such as moving from play time to learning, or bigger transitions such as a new class. Expectations will be constantly modelled and reinforced by all staff, who will coach children not meeting the expectations

**Working as a team:** It is essential that children see staff working together as a team. We continually model positive social communication respect and care for each other smiling, laughing and sharing together. The children watch us and notice everything. They watch how

we interact and notice how we relate to one another. Together our consistency of approach will increase their sense of felt safety.

**Praise:** Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise is given in formal and informal ways; it can be awarded to individuals or to groups.

**Incentives and recognition:** We want children to behave because they know how to and recognise the value of positive relationships and behaviour. We will be attentive to children when they are getting it right and support them when they do not. Positive behaviour can be acknowledged and celebrated through a range of individual and collective rewards.

At John Mayne C of E School, our aim is that children work and behave well for the intrinsic rewards, however we also have a range of methods and rewards to recognise positive behaviour that may be individual, group, class, phase or school wide. Our main strategies for responding to good behaviour are:

- Public and private praise: Public acknowledgement of good behaviour can be very effective.
- Verbal praise
- Children will be sent to the Headteacher for HT awards and are celebrated in the monthly newsletter.
- Catch children demonstrating the expectations - this can be hard with some children, but usually more important for them than for many others.
- In Friday's Celebration Worship, Certificates will be awarded to children in Worship for demonstrating different values. Every class will present at least one child to receive a school value award and other certificates will also be presented.
- Award **house points** for good behaviour linked to the school values.
- **House point** are displayed using Class Dojo and shared at celebration worship on a Friday.
- **Certificates** shared in Friday's Celebration Worship linked to Values, these are also celebrated in our monthly newsletter.

## 7. EMOTION COACHING

We use emotion coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too.





To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which zone of Regulation they are in.

### ZONES OF REGULATION

The Zones of Regulation is a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.

The Zones of Regulation is a curriculum framework to help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

**We teach the children it is ok to be in any zone – it is what you do about it that matters!**

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
Low	Happy	Wobbly	Angry
<b>Running Slow</b>	<b>Good to Go</b>	<b>Caution</b>	<b>Stop</b>

## 8. RESPONDING TO MISBEHAVIOUR

**Reminders and any consequences are discussed and put into place in private.**

We use emotion coaching (with scripts) and then zones of regulation to support children to regulate their behaviours. We believe in giving children the opportunities to change their misbehaviours through discrete reminders and warnings.

Our stepped approach to boundaries	
We use a consistent and quiet approach to addressing poor choices, privately:	
Step 1 REMINDER	
<i>I noticed you chose to ..... (noticed behaviour)</i>	
<i>This is a REMINDER that we need to keep safe, kind, respectful as well as keep learning and be ready You now have the chance to make a better choice.</i>	
Step 2 REDIRECTION	
<i>I noticed you chose to ..... (noticed behaviour)</i>	
<i>This is the second time I have spoken to you. You need to speak to me for five minutes after the lesson. (TIME IN not TIME OUT)</i>	
Step 3. CALMING TIME	
In classroom > In another class > With a member of SLT	
<p>In classroom</p> <p><b>*DO NOT describe the child's behaviour to other adults in front of the child*</b></p>	<ul style="list-style-type: none"> <li>● Child sent to designated area of the classroom.(if safe to do so)</li> <li>● 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.</li> <li>● Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.</li> <li>● If behaviour improves, return to class. If not or if child refuses, move to another class.</li> <li>● For regular occurrences: Discussion with SLT and/or SENCO: consider Specific Behaviour Intervention.</li> </ul>
<p>IN ANOTHER CLASS</p> <p><i>I noticed you chose to ... (state the noticed behaviour).</i></p> <p><i>You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.</i></p> <p><b>*DO NOT describe the child's behaviour to other adults in front of the child*</b></p>	<ul style="list-style-type: none"> <li>● Child escorted to designated colleague / follow- up to check child has arrived.</li> <li>● Remainder of lesson working alone without causing further disturbance.</li> <li>● Possible removal of privilege / playtime.</li> <li>● Teacher must provide work / activity for the child to complete and communicate this to colleague.</li> <li>● If behaviour improves, return to class. If not or if child refuses, move to contacting SLT.</li> <li>● For regular occurrences: ● Discussion with SENCO:consider behaviour intervention and/or additional support.</li> <li>● Begin monitoring to identify areas of concern / possible causes/ appropriate targets.</li> <li>● Parents contacted by teacher to inform them that behaviour is a cause for concern.</li> </ul>
<p>WITH A MEMBER OF SLT</p> <p><i>I noticed you chose to ... (state the noticed behaviour).</i></p> <p><i>I will now contact ... and you will need to go to ... / with them.</i></p> <p><b>*DO NOT describe the child's behaviour to other adults in front of the child*</b></p>	<p>Child escorted to / collected by appropriate adult.</p> <ul style="list-style-type: none"> <li>● From remainder of lesson through to a half day working alone without causing further disturbance.</li> <li>● Possible removal of a privilege / playtime.</li> <li>● Teacher must provide work / activity for child to complete as soon as possible after removal.</li> <li>● For regular occurrences: ● Discussion SENCO / HeadTeacher as appropriate.</li> </ul> <p>Parents informed of withdrawal by teacher or SLT depending on nature of incident.</p>
Step 4. FOLLOW UP, REPAIR AND RESTORE	
<p>What happened? What were you feeling at the time? Who has been affected? What should we do to put things right? How can we do things differently? What do you need now?</p> <p><b>*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important*</b></p>	

When a child is struggling to regulate their behaviour, they receive a nonverbal cue and reminder of expectations. There are certain circumstances in which children will be moved straight to particular stages or sent immediately to a member of SLT.

We adopt a 'new session, new start' approach –recovery stages do not continue from one session to another. Each new session will start at Strategy 1. More severe disruption can be fast-tracked to Phase Leader or SLT.

## 9. PLAY TIMES

At The John Mayne C of E Primary School, the expectations of our classroom behaviour and our playground behaviour are the same. We ask all adults in school to demonstrate calm, consistent adult behaviour and the expectation of respect for all members of our school community is reinforced. We recognise the role of our Lunchtime Supervisors, and they have been trained, and are expected to use emotion coaching techniques to defuse any playground issues.

REMINDER > REDIRECTION > SPACE TO CALM DOWN

The SPACE TO COOL OFF will initially be with a designated adult, allocated spaces on a wall in the playground and then if necessary, with a member of SLT.

It is key that all members of staff are involved with the restorative follow up.

Children who have found good behaviour difficult or have ongoing problems with making good decisions will be asked to take time out to regulate using the same toolkit tools used in class.

In situations of persistent or serious behaviour, a child may be asked to miss their play at lunchtime, and parents will be spoken to regarding ongoing concerns about lunchtime behaviour.

## 10. SUPPORTING CHILDREN WITH SEND

**When considering a behavioural strategy for a child with SEND, the school will take into account:**

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

Children with additional needs may need a different, more individualised approach, that includes making relevant, reasonable adjustments for individual needs, having a personalised behaviour support plan and personalised safe space. It is expected that staff will be fully aware of their child's learning, communication, physical and/or social, mental, emotional

needs and will plan their lessons accordingly. In dealing with dysregulation and negative behaviour, reasonable adjustments will need to be considered for children with additional needs. In exceptional circumstances, staff may feel that some apparent behaviours may be due to an unidentified need or difficulty. Staff must seek advice from the SENCo or Senior Leadership team.

### **Considering whether a child is displaying challenging behaviour may have unidentified SEND**

The school's special educational needs coordinator (SENCo) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

In response to children who present significant needs and may need outside agency support, the school will contact parents to seek permission for a referral to be made to access the relevant professional support.

## **11. RESPONDING TO SEVERE MISBEHAVIOUR**

Some children may exhibit particular behaviours, often based on early childhood experiences and triggered by family circumstances on that day. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. For these children our focus is building strong, healthy attachments. These children may have bespoke 'Personalised Behaviour Support Plan' that detail additional support, strategies and expectations.

At John Mayne C of E Primary School, we deem serious and severe as the following:

Persistent or repeated incidences of:

- Physically harming another (whether child or adult)
- Racist, sexist, homophobic or discriminatory behaviour
- Swearing and using abusive language towards others
- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission
- Persistent rudeness/ disrespectful dysregulation and behaviour (answering back, walking off when someone is speaking to you, constant taking over someone)
- Vandalism
- Theft
- Fighting
- Smoking
- The use of any electronic items other than school issued or specifically school agreed
- Threatening others/ Threatening with & /or using a weapon
- Possession of any prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items, smoking paraphernalia, fireworks, pornographic images
- Any action which may jeopardise the health and safety of the individual or others
- Malicious allegations against staff

- Any form of bullying, including virtual and/or cyber bullying. This can include incidents of bullying outside of the school premises or normal school hours.
- A serious one-off act of physical violence
- Sexualised comments, jokes or taunting
- Sexual harassment or violence, including 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

The above will result in the child being moved straight to SLT and are deemed serious enough in some situations to bypass the procedures mentioned previously and be dealt with by a member of the Phase Leadership Team and/or SLT. In extreme cases such behaviours can lead to internal, fixed or even permanent exclusion, depending on the severity and circumstances.

It is essential that both dysregulation and severe behaviour is recorded using ABC forms. This allows the school to look for patterns and trends within groups or for individuals. It is important that recordings made are accurate and detailed in case these need to be shared with parents or outside professionals at any point.

It is at the discretion of the Headteacher to escalate consequences as they see fit in exceptional circumstances. A referral to an outside agency may be discussed with parents at any point- parental consent is required to make referrals.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort. The school will record all incidents of extreme behaviour.

An option to support children exhibiting severe behaviours may include internal exclusion with the Headteacher or another member of the Leadership Team based in another part of the school.

Throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

#### **a) Physical attacks on adults or children**

At John Mayne C of E Primary School, we take any incidents of violence toward other pupils and staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance and should call for support.

All staff reporting incidents directly to the Headteacher should be recorded and logged onto CPOMs. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

## **b) Fixed-Term Suspensions and Permanent Exclusions**

Fixed Term Suspensions will occur following extreme incidents at the discretion of SLT. A fixed-term suspension will be enforced under these conditions:

- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.
- The child needs time to reflect on their behaviour.

Fixed-Term Suspensions is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.

## **12. REPAIR, RESTORATIVE AND REFLECTIVE FOLLOW-UP**

The focus of our behaviour interventions is to allow the children to be emotionally ready to return to their learning. A repairing and restorative conversation needs to take place between the child and the other child/ren or teacher at the earliest opportunity. A member of SLT can help facilitate this.

**Encourage the child to consider how they can put things right, this might include:**

- Saying sorry. This must come from the children and not be forced or it is meaningless. The child might not be ready to say sorry and may need more time and support to reflect. It might be more meaningful for a child to demonstrate they are sorry with an action or show understanding of the impact of their actions.
- Writing a letter or making a card.
- Clearing up damage or mess.
- Staying in at playtime if it avoids further conflict or gives space for a victim to feel safe.
- Completing a task, to encourage pride in their environment such as litter picking.
- Where two or more children hurt or upset each other they should be facilitated to talk through the event, how it made them both feel and how it can be put right.
- Time to talk in a coaching or counselling scenario with trained staff for both parties
- Depending on the age discuss issue and find reconciliation
- Draw and talk

When children have calmed down after a behaviour incident, we always ensure we make time to rebuild and repair with the child in private. During this time we follow the script below:

- What happened?
- How were you feeling?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?

If the child has had to be removed from class, then on returning to class, the relationship between the class teacher and the child needs to be repaired, without shame. The return to class should be a fresh start and the child will be greeted with a positive welcome. Adults and children will reflect on what they could do differently to reduce further negative behaviours.

### **13. RACIST, SEXIST, HOMOPHOBIC AND OTHER DIVERSITY INCIDENTS**

A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

Any incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported. Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a member of SLT immediately. All incidents should be logged on a safeguarding platform CPOMs. The incident will be fully investigated and recorded –and where appropriate reported to the Local Authority. Governors are also kept informed of such incidents.

### **14. PARENTS AS PARTNERS**

Parents have a vital role in promoting positive behaviour in our school and so effective home school liaison is important.

At John Mayne C of E Primary School we give high priority to clear communication and respectful relationships within the school and with parents, since these are crucial to maintaining high standards of positive behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in the school and their parents are aware of those concerns, and of the strategies being put in as a response. The class teacher has initial responsibility for the child's welfare. Early warning of concerns should be communicated to parents and the SENCO so that strategies can be discussed and agreed before more formal steps are required.

We ask parents to:

- keep us informed of behaviour difficulties they may be experiencing at home;
- inform us of any trauma which may affect their child's performance or behaviour at school;

The school will:

- promote a welcoming environment;
- give parents regular constructive and positive comments on their child's work and behaviour;

- encourage parents to come into school on occasions other than parents' evenings;
- keep parents informed of school activities by newsletters;
- involve parents at an early stage when there are any concerns about their child:

Where a child's behaviour is causing concern, parents will be informed and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further consequences will be discussed with parents. There may, on occasions, be a need for physical intervention by school staff when the safety of the child or others is at risk. Should this course of action be required parents will be advised of the action taken and the reason it was deemed necessary as soon as is practical after the incident.

## **15. CONFISCATION, SEARCHES, SCREENING**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## **16. OFF-SITE MISBEHAVIOUR**

DfE states schools have the power to consequence children for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might consequence children for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a child at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another children; or
- that could adversely affect the reputation of the school.

**Having a recorded behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:**

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

**It is also important to look at what consequences might be maintaining the behaviour:**

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

**Over time, having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour, SLT are then able to develop a plan.**

- What alternative or more appropriate skill can we teach the child in order to eliminate their need to engage in this behaviour?
- What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
- How have you addressed the need that the child was trying to communicate?
- Is there any need for a reward / incentive scheme in the short-term?
- Have you communicated your plan to everyone who will be caring for the child?

	Foundation & KS1	KS2
<b>In class</b>	<ul style="list-style-type: none"> <li>● Not doing as you are told immediately.</li> <li>● Calling Out</li> <li>● Talking when we shouldn't be.</li> <li>● Interrupting</li> <li>● Getting out of your place when we shouldn't be.</li> <li>● Running Indoors</li> <li>● Not working</li> <li>● Answering back.</li> <li>● Throwing Objects randomly</li> <li>● Inappropriate physical contact – poking, flicking etc.</li> <li>● Not telling the truth</li> <li>● Not doing as you've been told after being reminded.</li> <li>● Leaves room without permission</li> <li>● Hurting others with words</li> </ul>	<ul style="list-style-type: none"> <li>● Out of seat</li> <li>● Rocking on Seat</li> <li>● Calling Out</li> <li>● Not Listening</li> <li>● Running Indoors</li> <li>● Off task</li> <li>● Distracting others.</li> <li>● Inappropriate Complaining</li> <li>● Answering Back</li> <li>● Not telling the truth</li> <li>● Throwing objects</li> <li>● Inappropriate physical contact – poking, flicking etc.</li> <li>● Leaves room without permission</li> <li>● Accidentally breaking things as a result of doing the wrong thing.</li> <li>● Persistent rough play</li> </ul>
<b>Out of classroom</b>	<ul style="list-style-type: none"> <li>● Hurting others intentionally</li> <li>● Swearing</li> <li>● Angry voices.</li> <li>● Continuing to not do as you've been told after being reminded.</li> <li>● Leaves room intentionally without returning.</li> <li>● Throwing things at others.</li> </ul>	<ul style="list-style-type: none"> <li>● Swearing</li> <li>● Encouraging others to misbehave.</li> <li>● Hurting others intentionally</li> <li>● Refuses instruction.</li> <li>● Purposely damages the work of others.</li> <li>● Leave the room intentionally.</li> <li>● Throwing things at others.</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>● Breaking property on purpose</li> <li>● Persistent behaviours (3 times)</li> <li>● Physical or violent assault causing injury or violent behaviour.</li> <li>● Sexualised behaviour or assault.</li> <li>● Serious damage to property (e.g. vandalism).</li> <li>● Persistent Bullying.</li> <li>● Homophobic / Racist / Sexist Abuse.</li> <li>● Carrying, supplying or abusing drugs.</li> </ul>	<ul style="list-style-type: none"> <li>● Deliberately breaking things.</li> <li>● Persistent behaviours (3 times)</li> <li>● Physical or violent assault causing injury or violent behaviour.</li> <li>● Sexualised behaviour or assault.</li> <li>● Serious damage to property (e.g. vandalism).</li> <li>● Persistent Bullying.</li> <li>● Homophobic / Racist/Sexist Abuse.</li> <li>● Carrying, supplying or abusing drugs.</li> </ul>