

Carleton St. Hilda's Church of England Primary School



Relational Policy

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Mission Statement

Our mission statement, 'Open hearts, open minds. Learning together with God.' underpins all the work that we do.

Rationale

At Carleton St Hilda's we believe that every child is a gift from God, and as such brings with them unique talents and characteristics which are to be nurtured and celebrated. Teaching and learning across all areas is set within a Christian context and our core set of Christian Values underpins our whole school curriculum as well as the daily life of the school.

At Carleton St Hilda's, we endeavour to provide the most effective and efficient education that we can in a warm, respectful and caring atmosphere. It is our aim to develop in all our children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child to attain the social awareness, self-management, responsible decision-making and relationship skills necessary for a full and happy life.

We wish to nurture all our children through having an appreciation of the need to learn, pride in their work, respect for their surroundings and good relationships with others at home, school and the wider community.

Our school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

***Shift from 'What is wrong with you?'
to 'What has happened to you?'***

The majority of our pupils are able to maintain appropriate behaviours and emotional regulation. However, in some circumstances, a small number of our children will need a more individualised approach to enable them to overcome behaviour barriers, develop emotional regulation and be able to cope in every day social interactions and challenging situations. Therefore, some children will require an individualised approach based on their needs and circumstances. This will include boundaries and personalised consequences that may not reflect the behaviour expectations and outcomes for others. If behaviour does not improve, support will move to a more formalised stage.

Aims of the policy

- ✓ To create a culture of exceptionally good behaviour: for learning, for community, for life.
- ✓ To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- ✓ To refuse to give learners attention and importance for poor conduct.
- ✓ To help learners take control over their behaviour and be responsible for the consequences of it.
- ✓ To build a community which values love, kindness, resilience, good humour, good temper, and empathy for others.
- ✓ To promote community cohesion through improved relationships.
- ✓ To ensure that excellent behaviour is a minimum expectation for all.
- ✓ To produce a safe, happy and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. The adults working in our school provide positive role models.
- ✓ To produce a consistent school response to any bullying incidents that may occur. All incidents are treated seriously and are dealt with quickly and efficiently

Our aims, we believe, are achieved when:

- ✓ We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers.
- ✓ We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- ✓ Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is "connection before correction".
- ✓ Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction).
- ✓ Pupils, teachers and parents have a clear understanding of the rewards for positive behaviour and the consequences of misbehaviour.
- ✓ Staff use PACE and attachment friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.
- ✓ Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Legal framework

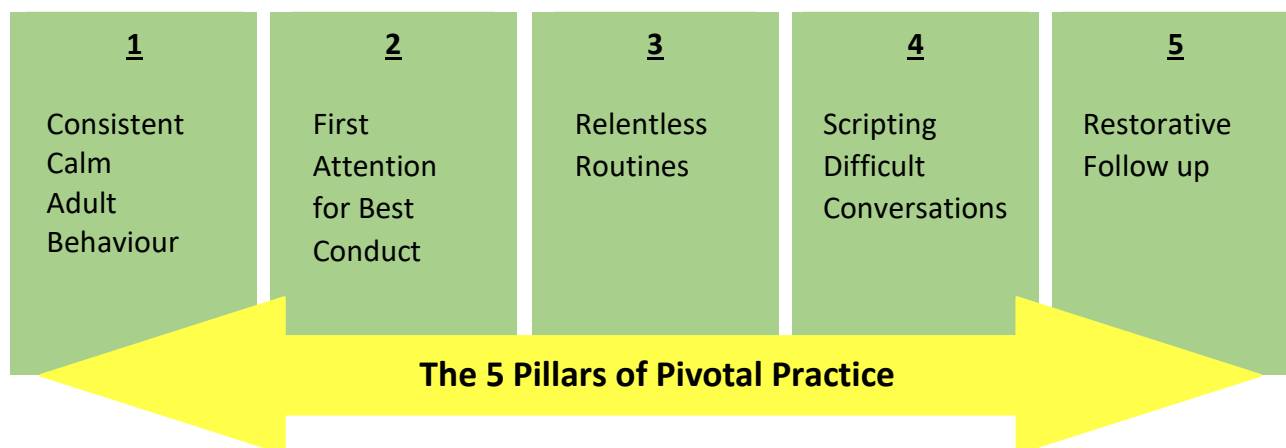
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2025) 'Use of reasonable force and other restrictive interventions guidance'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' updated 2024
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' updated 2024

Purpose of the policy

- ✓ To provide simple, practical procedures for staff and learners that:
- ✓ Recognise behavioural norms
- ✓ Positively reinforces behavioural norms
- ✓ Promote self-esteem and self-discipline
- ✓ Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the Five Pillars of Pivotal practice



Adult Behaviours *"When the adults change, everything changes"* (Pivotal Education)

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

- ✓ Refer to '**Be Ready, Be Respectful, Be Safe**'.
- ✓ **Model** positive behaviours and build relationships.
- ✓ **Plan** lessons that engage, challenge and meet the needs of all learners.
- ✓ Use a **visible positive recognition board** throughout every lesson.
- ✓ Be **calm** and give 'take up time' when going through the steps. Respond calmly to help pupils become calm. **Prevent** before sanctions.
- ✓ **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- ✓ **Never ignore** or walk past learners who are behaving badly. (Tactical ignoring may be used as a specific strategy)
- ✓ Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- ✓ Support them during time in sessions to help them calm and regulate both within and outside the classroom depending on the available space.
- ✓ Use calm, well-regulated tone and respectful language appropriate to the needs of that child.
- ✓ Will provide routine in every lesson, in every classroom so pupils know what happens next
- ✓ Will provide activities at breaktime to help manage social time.
- ✓ Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.

- ✓ Empathise

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Children want teachers to:

- ✓ Give them a 'fresh start' every lesson
- ✓ Help them learn and feel confident
- ✓ Be just and fair
- ✓ Listen
- ✓ Have a sense of humour

Praise and positive reinforcement and reward

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Carleton St Hilda's School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive reinforcement may take the form of different approaches across each Key Stage:

Positive rewards include:

Ask me about labels

Positive notes home

Positive calls home/face to face chats

Stickers

Daily Wow Moment note home

Raffle tickets

Team points

Recognition board

Receiving Hilda Bear (EYFS)

'Top Table' at lunchtime each half term (children who have consistently gone 'over and above' our standards)

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- ✓ Create a positive, respectful school environment.
- ✓ Increase children's self-esteem and self-efficacy
- ✓ Reduce children's need for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviours as they move from primary to secondary.
- ✓ Promote a model for appropriate behaviour and positive relationships
- ✓ Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the restorative approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

Managing Behaviour

Engagement with learning is always our primary aim at Carleton St Hilda's. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Sanctions steps

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately (wherever possible). Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good choice to prove that they can make the right choice. "stop, think,make the right choice" "think carefully about the choice you are going to make"
3) Last Chance (5 minutes after class for restorative conversation/10 minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention: <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At St Hilda's, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss a portion from the next play/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the children will be expected to stay inside with an adult for the remainder of the lunch break.
4) Cool Off	Cool Off might be a short time away from the classroom with another class/TA/pastoral lead/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.

5) Repair Restorative Conversation	<p>5 questions is usually enough from the following:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/ feeling at the time? 3. Who might have been affected by your actions? 4. How do you think they feel? 5. What can we do next time? 6. Who/ what could help us make good choices next time?
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Consequences

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

We must be consistent in our application of the rules, codes of conduct, rewards and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to children and undermines the work of other staff and children's confidence in our systems. All incidents must be recorded on CPOMS detailing steps used and restorative practices.

- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- Limit setting and problem solving can follow sometime after an event, when the child is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the child that their behaviour is inappropriate and that it will be spoken about later using a restorative approach to support them to consider alternative approaches.
- A consequence may simply be a 2-minute conversation at the end of a lesson.
- Consequences will never involve taking away a previously earned privilege or any intervention time – However, if behaviour has been too extreme to access that privilege or intervention at that time we would encourage the child to access that particular reward at a subsequent date.
- Children who have Positive Behaviour Plans will use some reflection time on a Friday to be involved in target setting for the following week.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- Children will receive time to catch up on work lost. Time will be allocated for the child to catch up with an individual member of staff. During this time it is the expectation for staff to ascertain the reason behind the child's disengagement rather than simply catch up with the work. The onus is on understanding the antecedent to the behaviour and devising strategies to prevent reoccurrence. This is to be discussed using a restorative approach.
- The developmental age and specific needs of the child will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our children. A plan, do and review approach will ensure children will not be given consequences that impede their future learning. This will be closely monitored.
- After a child completes catch up, reflection time, or a consequence it is important to repair and restore the staff-child relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the child that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.
- In addition to consequences children will be supported to reflect on their behaviour and be given an opportunity to problem solve, for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.

It is expected that teachers and children begin each lesson afresh with optimism and encouragement for success. If a child's inappropriate behaviour persists then there are a variety of options that may be taken all

of which will use our understanding of attachment and trauma in order to hypothesise about impacting factors and support personalised action planning:

- Contact should be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- The class teacher will discuss their concerns with the child and a supportive target for behaviour will be set, identifying why there is a need for change and how the child will be supported. The class teacher will work collaboratively with the child/ parents / carers to identify any reasons, concerns or difficulties. This can be supported by the Pastoral team if necessary. A plan-do-review approach will be taken, with records kept
- If after an agreed time the pupil continues to struggle, the child will attend a meeting with the teacher and a member of SLT. At this time, the Class Teacher will inform the child's parent/carer of the situation and share the child's behaviour target with them. A plan-do-review approach will be taken, with records kept.
- If the child continues to struggle to achieve an expected standard of behaviour required for successful learning, the class teacher and member of SLT will arrange a meeting with their parent/carer to discuss the issues being faced.
- If a child struggles at more unstructured times such as play/lunchtime and is perceived to be at risk of harming themselves or others by not following adult guidance then they will follow a 'nurture approach' at play/lunchtimes. This will be within an agreed timescale through a plan-do-review process.
- It may be decided that it is in the child's best interests to give them some supported time away from their class, for example with another member of staff or, in consultation with the pastoral team, in the Beehive.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. We expect our children to maintain their high standards for behaviour whilst off site.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Procedures for Damage to Property

Restorative approaches offer a positive solution where property has been damaged. This enables the child to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit. Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to

complete a site task which enables the site person to fix the problem. This could be after school. If the damage to property persists the child will be expected to contribute towards the cost of the damage. When damage to property occurs, staff are to inform the business manager. After evaluation of the damage a decision will be made if a contribution will be requested in discussion with parents/carers. Decisions will be made on an individual basis.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Exclusions (Fixed Term Suspensions)

Internal exclusions

The SLT may decide that the child's behaviour has put other children or adults at risk from harm or that their behaviour is having a significant impact upon the learning for the other children in the class. A decision may be made where the child has an internal exclusion. This may include removing them from the playground and or from the classroom for a fixed period of time with the child completing their learning away from the other children.

Fixed term exclusion from school

Carleton St Hilda's believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the child remaining in school would seriously harm the education or welfare of the child or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the child to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the child's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Carleton St Hilda's agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the child concerned, or to other children at the school.

Restorative Practice

Carleton St Hilda's uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

Restorative approaches are based on four key features:

- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions

- **REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

The restorative questions are displayed in every classroom (Carleton St Hilda's Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 2 – Restorative Practice approach at St Hilda's Primary)

Children with Social, Emotional and Mental Health Problems

Structure and boundaries to help to create a safe harmonious community.

Due to the differing needs of our children, they may not follow an instruction due to their differing levels of cognitive and emotional understanding of a situation, boundaries however are expected to be maintained and staff are expected to deal with them in a calm consistent manner.

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. An assessment and outside agency support may also be appropriate.

In these cases, the Head/SENCo/SLT/ Learning Mentor will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

De-escalation strategies may include:

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Reasonable Force

School has the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Records are kept and parents or carers are informed.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Energy drinks
- Tobacco and cigarette papers.
- Fireworks.
- Mobile phones
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

This policy will be reviewed on an annual basis.