



## INCLUSION, RELATIONSHIPS AND BEHAVIOUR POLICY

*'Together with God, Making Learning a Life Long Friend'*

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| Approved:    | 21.09.2026 |
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We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

*Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)*

### **Background:**

St. Anne's Church of England Primary School is a happy community school that welcomes all children and offers a very high standard of education to all. As a Church of England Controlled School, Christian values are built strongly into our ethos, and we aim to develop in our pupils an understanding of our Christian values which serve to support our mission in being the 'good people' that Jesus taught us to be.

At St Anne's Church of England Primary School, we believe positive behaviour grows from positive relationships. Rooted in our Christian vision and values of Respect, Kindness, Faith, Community, Perseverance and Honesty, we are committed to creating a school where every child feels safe, valued, included and able to flourish.

We recognise that behaviour is a form of communication and that children learn best when they experience strong, trusting relationships with adults and peers. Our approach is based on restorative practice, which focuses on building, maintaining and repairing relationships rather than relying primarily on punishment. This policy reflects our commitment to helping children learn from mistakes, take responsibility for their actions and make positive choices in the future.

### **Our Vision:**

At St Anne's we strive to create a community where:

- Every child feels welcomed, respected and valued.
- Positive relationships are at the heart of learning.
- Children learn to understand the impact of their actions on others.
- Mistakes are viewed as opportunities for learning and growth.

- Children develop self-regulation, resilience and empathy.
- Differences are celebrated and inclusion is promoted.
- High expectations are combined with high levels of support.

Our approach is not about asking "What rule has been broken?" but rather:

- What happened?
- Who has been affected?
- How have they been affected?
- What needs to happen to repair the harm?
- How can we move forward positively?

### **Aims:**

At St Anne's C. E. Primary School, everyone in our school family is expected to accept responsibility for their behaviour and to encourage others to do the same. Our behaviour policy reflects our motto **'Together with God, Making Learning and Life-Long Friend'** and our Christian values; it aims to promote respectful behaviour and positive relationships between everyone in our school and fosters forgiveness and reconciliation.

We believe:

- Every child has the right to learn.
- Every member of the school community has the right to feel safe.
- Every child is capable of positive change and growth.
- Strong relationships underpin successful learning.
- Behaviour should be understood within the context of a child's developmental, emotional and individual needs.
- Consequences should support learning and restoration rather than simply punish.
- Exclusion should always be a last resort.

These principles are underpinned by our Christian values and our commitment to inclusion.

### **Restorative Practice**

Restorative practice is a whole-school approach that focuses on:

- Building relationships through: daily check-ins and greetings, positive interactions with children and families, whole school worship, learning conversations, class charters and agreements and celebration of achievements.
- Maintaining relationships through: consistent expectations, positive role modelling, explicit teaching of social and emotional skills, regular communication with families, active listening and problem solving.
- Repairing relationships - When difficulties arise, staff support children to: reflect on what happened, understand the impact of their actions, take responsibility, make amends where appropriate, restore trust and relationships.

Staff use restorative conversations to help children learn and move forward positively. (See Appendix 1)

### **Behaviour Expectations:**

At St Anne's Primary School, we expect everyone to honour our school values by showing:

#### **Respect**

- Treat others with kindness and courtesy.
- Listen to adults and peers.
- Respect differences.

#### **Kindness**

- Use kind words and actions.
- Include others.
- Offer support where needed.

#### **Honesty**

- Tell the truth.
- Take responsibility for choices.

#### **Community**

- Work together positively.
- Care for school property and the environment.

#### **Perseverance**

- Try our best.
- Learn from mistakes.
- Keep going when things are difficult.

#### **Faith**

- Live out our Christian values in daily life.

## **Relational Responses to Behaviour**

When behaviour falls below expectations, adults respond calmly and consistently.

### **Stage 1: Reminder**

A gentle reminder of expectations. i.e. Non-verbal cue, proximity, positive redirection, reminder of class agreement.

### **Stage 2: Restorative Conversation**

The adult seeks to understand the reason for the behaviour, uses restorative language, supports reflection and encourages better choices, may need to move the child to another spot in the classroom.

### **Stage 3: Repair and Restore**

Children may be asked to complete a 'Behaviour Think' sheet (see Appendix 2), have a restorative conversation, apologise where appropriate and/or complete an action to repair harm.

### **Stage 4: Additional Support**

Where behaviour is repeated or significant, parents/carers will be informed, behaviour/support plan may be implanted, additional interventions considered.

### **Stage 5: Intensive Support**

For significant ongoing concerns there may be a need for a risk assessment to be put in place or external agency support to be sought.

## **Consequences**

Consequences may still be necessary but should always be proportionate, respectful, related to the behaviour and focused on learning and repairing harm.

Examples of this may include: Repairing damaged property, restoring relationships through facilitated conversations, completing missed learning, temporary removal from an activity to regulate and reflect. The purpose of a consequence is not punishment but helping the child understand responsibility and restore relationships.

## **Play/lunchtimes**

At play / break and lunchtimes the supervising adult whether this is a teacher, TA or Lunchtime Supervisor is expected to follow the relational responses to behaviour detailed above. In addition, during playtime and lunchtime, staff may, when necessary, in order to regulate a child, ask children to take "timeout" on a bench on the playground. If behaviour consistently carries on, a member of teaching staff/ senior leader may be sent for to help resolve the situation. Good communication and

information exchange must exist between teacher's/ teaching assistants and lunchtime supervisors- all incidents must be discussed and reflected upon.

Incidents of a more serious nature (e.g. violence towards staff or other children, continual name calling, intimidation or bullying, swearing, stealing and damaging property) will always be referred to the Head teacher, deputy head teacher or Senior Leader and some of the following procedures will be carried out:

- Parents will be informed either by telephone or letter, and will be invited to discuss the issues with the head teacher and class teacher, and hopefully resolve the situation.
- Complete a Behaviour Think Sheet.
- An Individual Behaviour Plan/ An individual Risk Assessment may be put in place to monitor the situation and to help improve behaviour.
- The headteacher will formally inform parents of the consequences should the situation not improve.
- The school may initiate the Special Needs Code of Practice which may involve the work of outside agencies including Behaviour Support and the Educational Welfare Officer.
- The Chair of Governors may be informed.
- The headteacher has the legal right and option to use a temporary fixed term exclusion.
- Should all of these avenues fail, the pupil may be permanently excluded, following Staffordshire County Council guidelines.

We will always endeavour to research and investigate the likely triggers or reason behind such behaviour

### **Recognition and Celebration**

We believe positive behaviour should receive significantly more attention than negative behaviour. Recognition should celebrate effort, character, improvement and contribution as well as achievement.

### **Whole school rewards- reinforcing positive behaviours**

- The whole school community is expected to 'live' the school motto and school values.
- House points are awarded by all staff and the winning house each term receives a house prize.
- Positive affirmation of good behaviour, regularly praising and identifying children (in class) and around school
- On occasions a note may be sent home by the class teacher/ Teaching Assistant acknowledging work and effort
- 'Values' awards are presented weekly in Monday's worship. These children are selected by the teacher. Special Values Awards are presented at the end of the academic year.
- Pupils are identified in a weekly Friday worship to receive a 'Star of the Week Award' and an 'Always Award', chosen by the teacher, celebrating any aspect of school life- including behaviours.
- Best weekly class attendance is awarded in Friday's worship. The winning class is rewarded by their teacher e.g. Extra playtime, golden time
- Attendance awards are presented each term for children with 100% attendance and special prizes are awarded at the end of the academic year

- Pupils are awarded house points for any aspect of school life e.g. positive behaviour, values and/or good work
- Children may be sent to the head teacher or other members of staff to show their work or for excellent behaviour. The Head teacher presents rewards.
- Praise is given weekly in assembly for sporting, creative and additional achievements, including out of school achievements
- Additional awards are given at the end of the school year

At St Anne's, we do consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff follow the schools' safeguarding policy. They consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, school considers whether a multi-agency assessment is necessary.

### **Children with Behavioural, Mental Health or Emotional Difficulties**

If a child's behaviour regularly becomes an issue, then parents will be invited to attend a meeting with the SENDCo, or an appropriate member of SLT, in order to discuss the strategies that might be put in place at home and at school to try and support the child. This may involve writing a behaviour plan (identifying the triggers for the child's behaviour along with potential resolutions), and an individual risk assessment. In some cases, particularly where a child is having difficulty with social interactions with other children or with their self-esteem and/or mental health issues, they may be taken out of class for short sessions to work in 1:1 or group sessions with a TA or a professional from another agency including our allocated Mental Health Support Worker. Pupils who continuously struggle with challenging behaviour/ mental health or emotional difficulties, may be referred to outside agencies for assessment or for additional support. In this instance, parents of the pupil involved will be informed and may need to give consent for some agency involvement. Some children may require restrictive physical intervention to stop them harming themselves and others- see Restrictive Physical Intervention policy.

### **Detentions**

No out-of-school hours' detention will be given.

### **Exclusion (This policy should also be read with the school's Exclusion Policy)**

The headteacher will decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Statutory guidance on exclusion is provided by the Department's guidance: *Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion, 2012.*

Parents have the right to make representations to the governing body about an exclusion and the governing body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision.

School is under a duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

### **Pupil conduct outside the school gates**

*Teachers have the power to discipline pupils for misbehaving outside of the school premises. "to such extent as is reasonable." (DFE 2016)*

At St Anne's, a teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school or misbehaviour (including digital misbehaviour), at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or that could adversely affect the reputation of the school.

When dealing with pupil conduct outside school, staff will follow the rewards and sanctions in the school's behaviour policy. Where misbehaviour is online, school also will refer to its E-safety policies.

### **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables our staff to confiscate a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. It is for the teacher to decide when to return a confiscated item.
- 2) Power to search without consent for "prohibited items" including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police.

### **Use of reasonable force**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

### **Educational Visits**

The school encourages all children to participate in educational visits and recognises their value. However, the school reserves the right to prevent a child from attending such a visit where it is considered that the health and safety and ultimate welfare of the child, other children, or staff is put at risk.

### **Allegations of abuse against staff**

Allegations of abuse will be taken seriously and school will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

### **Parents**

Parents have a clear role in making sure their child is well behaved at school. Parents are also under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

### **Equal Opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

### **Monitoring**

Monitoring of behaviour informs the school and governors of the effectiveness of our policies. Pupil behaviour is logged on CPOMS and the relevant staff are made aware. These online records are used to identify patterns in behaviour and highlight concerns over a longer period of time. More serious issues are brought to the head teacher. All discussions and meetings with parents are recorded on CPOMS. Incidents of bullying and racism are reported termly to governors.

### **Supporting Children with Additional Needs**

We recognise that some children may need a more personalised approach due to:

- SEND.
- SEMH needs.
- Attachment difficulties.
- Trauma.
- Adverse childhood experiences.
- Mental health needs.

Reasonable adjustments will be made where appropriate. Behaviour will be considered alongside need and support will be provided to help children succeed.

### **Working with Parents and Carers**

We believe that strong partnerships between school and home are essential.

Parents and carers are encouraged to:

- Support the school's values.
- Communicate concerns promptly.
- Work collaboratively with staff.
- Model respectful behaviour.
- Engage with restorative processes.

Together we can help children learn, grow and thrive.

### **Suspensions and Exclusions**

Suspensions and exclusions will only be considered when:

- Other interventions have been exhausted, or
- There is a serious breach of the behaviour policy, or
- The safety of others is at risk.

Following any suspension, a restorative reintegration meeting will take place involving the child, parents/carers and school staff to rebuild relationships and plan successful reintegration.

### **Final Statement**

At St Anne's Church of England Primary School, we believe that behaviour is learned through relationships. Our aim is not simply to manage behaviour but to develop children who are compassionate, reflective, responsible and respectful members of society, living out our Christian vision and values every day.

## **Appendix 1**

### **Restorative Questions**

#### **For the Child**

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected?
- How have they been affected?
- What needs to happen now?
- How can you put things right?

#### **For the Person Harmed**

- What happened from your perspective?
- How did this make you feel?
- What has been the impact on you?
- What do you need now?
- How can we move forward?

## Behaviour Think Sheet

You have made choices that need you to 'stop and think' about.....

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1) What was my behaviour?

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2) What were the reasons for my behaviour?

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3) How did my behaviour affect others?

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4) How could I improve my behaviour?

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5) Do I need to apologise to anyone? If so, who and why?

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## IMPROVING MY BEHAVIOUR

NAME \_\_\_\_\_

W/C \_\_\_\_\_

|          | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------|--------|---------|-----------|----------|--------|
| 1        |        |         |           |          |        |
| BREAK    |        |         |           |          |        |
| 2        |        |         |           |          |        |
| LUNCH    |        |         |           |          |        |
| 3        |        |         |           |          |        |
| 4        |        |         |           |          |        |
| Comments |        |         |           |          |        |

KS2 -scores our of 5 for each session /5

KS1/EY- scores our of 5 or smiley faces



Agreed target:

Pupil \_\_\_\_\_

Date \_\_\_\_\_

Person with parental responsibility \_\_\_\_\_

Teacher/Teaching Assistant \_\_\_\_\_

How did it go?

Child's comments:

Comments from person with parental responsibility:

Comments from staff:

## Appendix 3

## Behaviour Flow Chart

