

Relationships & Behaviour Policy

Philosophy

At Linchfield Academy, we believe that positive behaviour grows through positive relationships. We are committed to creating a school culture where every child feels safe, valued, respected and understood. We recognise that children are more likely to engage positively with learning when they experience strong relationships with trusted adults.

We understand that behaviour is a form of communication and that all behaviour serves a purpose. Our role is to help children develop the skills, understanding and self-regulation needed to manage their emotions, build positive relationships and make responsible choices.

This policy is to be read alongside the school anti-bullying policy, safeguarding policy, restrictive physical intervention policy and CIT exclusions policy.

Aims of a positive approach to relationships and behaviour

Connection Before Correction

At Linchfield Academy, we strive to be a school where children behave well because they feel connected, valued and responsible. Through strong values, relationships, consistent boundaries and compassionate support, we help every child develop the skills and character needed to thrive in school and beyond.

We maintain high expectations for all pupils whilst recognising that some children may require additional support, guidance and understanding to achieve these expectations.

Adults throughout the school are expected to be calm, consistent, compassionate and relational in their approach. We seek to restore relationships following difficulties and support children to learn from mistakes rather than simply experience sanctions.

Linchfield School Values





Whole School Values and Expectations

Our Whole School Values and Expectations are clearly displayed throughout the school environment. Staff regularly refer to them to support pupils in reflecting on their positive behaviour and to guide them when expectations are not met.

Respectful	<i>We take care of each other and our school. We treat everyone fairly.</i>
Reflective	<i>We evaluate our thoughts and actions and learn from our mistakes. We review and improve our work.</i>
Resourceful	<i>We are creative and make the best of what we have. We do not waste anything.</i>
Responsible	<i>We make good choices and take full responsibility for our choices.</i>
Resilient	<i>We always persevere and strive to do our best. We never give up.</i>

Recognition and Restoration

We recognise that pupils thrive when positive behaviour is noticed, valued and celebrated. Staff actively praise and recognise pupils who demonstrate our whole-school values and expectations, including kindness, respect, resilience, responsibility and positive attitudes to learning.

Dojo points and other rewards are used to motivate pupils and reinforce positive choices. Staff use specific praise alongside these rewards so pupils understand what they have done well and why it is valued.

Where behaviour concerns arise, staff seek to understand underlying factors and provide support while maintaining high expectations. Recognition, regulation and restoration work hand in hand to help pupils reflect on their behaviour, understand its impact and develop the skills to make positive choices.

The following system applies throughout the day for both indoor and outdoor activities.

Values Champion	Stage 1 Minor Concern	Stage 2 Significant Concern	Stage 3 Extreme Concern
*Showing kindness & respect *Following instructions & making positive choices *Being ready & engaged in learning *Showing resilience and perseverance *Using good manners *Working cooperatively *Taking responsibility for actions & belongings *Showing independence and self-regulation *Caring for the school environment	*Distracting others *Not trying their hardest *Calling out *Answering back *Saying unkind things *Lying *Ignoring instructions *Not respecting property	*Disrupting lessons *Repeatedly calling out *Repeatedly answering back *Aggressive shouting *Inappropriate language *Hurting another person *Running away / hiding from an adult *Repeatedly lying *Repeatedly ignoring instructions *Misusing property / equipment	*Directed, offensive language *Repeated & intentional hurtful behaviour *Absconding from school *Stealing *Aggressively throwing furniture or objects *Intentionally damaging or misusing property / equipment
Outcomes			
*Positive praise from staff *Share work with other teachers or SLT *Work displayed in school *Earn Class Dojo Points *Earn a sticker or stamp *Earn a certificate *Receive a Headteacher's Award *Telephone home to parents *Half termly trip to the Dojo Shop to spend points	*Child is discretely reminded of expectations *Child is given encouragement to reflect & make the right choice *Moved to another area in the classroom to work *Self-reflection time *Repeated behaviour recorded on CPOMS	*Sent to another class within their Phase with work to complete. *Kept in at break to complete work which is within their capability *Child is made aware of inappropriate behaviour *Reflection time with Class Teacher or Support Staff *Parents informed by Class Teacher *Behaviour recorded on CPOMS	The following consequences will be decided and agreed at the Head's discretion. *No breaktime *Work in isolation *Parents informed by Headteacher *Exclusion from school (temporary or permanent) *Behaviour recorded on CPOMS *Share the Behaviour Policy with parents.



Responding to Behaviour Concerns

Staff will speak calmly and directly to the child, using their name and clearly explaining the behaviour that is not meeting expectations. Pre-emptive measures will be taken when pupils show signs that they may struggle to manage their behaviour, before behaviours escalate or reach a level requiring a sanction. This may include emotion coaching, a change of approach, a movement break, additional adult support or time to regulate.

Staff will use emotion coaching to help pupils recognise and understand their emotions, identify what may be influencing their behaviour and develop appropriate strategies for regulating themselves.

Where behaviour concerns arise, adults should give pupils the opportunity to make a positive choice and use positive reinforcement to recognise when they do so. When a pupil responds positively, this should be recognised specifically and immediately.

Where appropriate, pupils will be given time to regulate and reflect before returning to learning. Staff will support pupils to repair relationships, understand the impact of their behaviour and identify how they can make more positive choices in the future.

The emphasis is on recognition, regulation and restoration, while maintaining clear and consistent expectations for behaviour.

Bullying

Allegations of bullying, racial, gender or homophobic incidents are all investigated in line with the anti-bullying policy and recorded on the school CPOMS system. Parents are informed of these incidents, investigations and outcomes.

Additional Needs

In some cases, pupils may require an individual behaviour support plan to provide additional, personalised support. These plans will be formally recorded and may be used for a short period or embedded over the medium to long term, depending on the individual pupil's needs.

Plans will identify appropriate strategies, including preventative approaches, emotion coaching, regulation strategies and positive reinforcement. They will be shared with relevant staff to ensure a consistent approach and reviewed regularly to ensure they remain appropriate and effective.

Curriculum Supporting Positive Behaviour

Our curriculum is designed to develop positive learning behaviours alongside knowledge and skills. From the Early Years onwards, pupils are encouraged to make choices, develop independence, take responsibility and reflect on their learning and behaviour.

A strong, progressive PSHE and RSHE curriculum supports pupils to understand emotions, relationships, respect, consent, inclusion and diversity, helping them develop the skills to regulate themselves and make positive choices.

Across all subjects, opportunities for enquiry, reasoning, collaboration and problem-solving help pupils develop resilience, curiosity, independence and positive attitudes to learning.



Use of reasonable force

In extreme circumstances, where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy (The use of physical intervention). See also Government guidelines:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Suspensions & Exclusions	
These will only be issued following extreme events, and when all reasonable adjustments and support have been used.	
Serious single event / evidence of on-going events, usually where the physical or emotional safety of other children or staff is a concern.	Fixed Term Suspension * Fixed term suspensions could lead to a permanent exclusion following reviews of evidence and advice taken.
In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.	Permanent Exclusion

EXCLUSION SYSTEM

We always refer to the CIT Exclusions Policy, as well as the guidance below.

Fixed term suspensions and permanent exclusions

We do not wish to suspend any child from school, but sometimes this may be necessary. The school therefore has adopted the standard national list of reasons for exclusion and the standard guidance, called "Exclusion from maintained schools, Academies and pupil referral units in England" (DfE, 2012). We follow the guidance within this booklet.

Only the Head Teacher has the power to suspend a child from school. The Head Teacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher suspends a child they must inform the parents or carers immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Local School Board. The school informs the parents or carers how to make any such appeal. The parents are also informed of the date and time of the 'reintegration meeting', which takes place on the first day back to school following a fixed-term suspension. It is expected that a parent / carer attend this meeting with their child.



The Head Teacher informs the LA and the Local School Board about any permanent exclusion and about any fixed-term suspensions, and also the Out of Schools team to receive additional support and advice.

The Local School Board itself cannot either suspend a child or extend the suspension period made by the Head Teacher.

The Local School Board will convene a discipline committee. This committee considers any suspension appeals on behalf of the Local School Board.

When the discipline committee meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA and consider whether the child should be reinstated.

If the committee decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Where the discipline committee has upheld a permanent exclusion, the parents may appeal against its decision; the appeal must be made before the 15th school day after the day on which the parent was given notice in writing of the Local School Board's decision. An independent appeals panel appointed by the Local Authority would hear this appeal.

Training needs:

Training Needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.

Monitoring of the policy:

The effectiveness of the above policy and our practice will be evaluated every year. The Head Teacher in consultation with the whole school community will carry this out.

This policy was adopted:	September 2021
Review Cycle:	Annual
This policy was subsequently reviewed:	September 2022
	September 2023
	September 2024
	September 2025
	September 2026



Additional Information from CIT

Addressing violent behaviour

Violent behaviour is never acceptable. This is both physical and verbal violence (i.e. threats and intimidation). This also includes the possibility of sexual violence or threatened sexual violence. However, a pragmatic approach needs to be taken if the incident was a low-level playground 'scuffle' or a possible vexatious complaint. When violent behaviour is suspected, seen or reported, then an investigation must happen immediately and a senior staff member should be involved.

- An assessment will be made immediately as to the severity of the incident and the intent of the perpetrator. This will take into consideration the age and cognitive understanding of all parties.
- Any first aid must be administered immediately by a separate adult to ensure injuries are dealt with without delay.
- The views of all parties involved should be sought to verify what, where and when.
- Senior leaders are responsible for deciding on sanctions and follow-up actions and this will depend on the severity of the incident.
- All discussions, allegations and subsequent actions must be logged – timed and dated and assigned to key staff on CPOMs as soon as humanly possible after the incident, with all necessary follow ups logged as further actions or information is available.
- If there are any concerns regarding signs of abuse and a child is 'acting out' then the DSL must be informed and the appropriate action taken.
- Parents of all parties should be informed.
- The school will follow up where necessary with preventative work to teach children about the impact of violence or how to control their feelings through PHSE curriculum provision.

Tackling hate behaviour

Linchfield Primary School has a six-point approach to tackling hate behaviour – this is any behaviour that is prejudicial against people with protected characteristics. We will ensure that we:

• Acknowledge the problem:

We will make sure that we call this behaviour what it is and as well as challenging the more obvious name calling and violence, the lower-level incidents will also not be tolerated i.e. challenging the culture of 'banter' that might appear to be using homophobic or racist language in fun where it is assumed that the victim enjoys the 'ribbing' or is compliant with this in order to fit in.

• Secure a commitment from all senior leaders.

At Linchfield Primary School there is a strong vision, ethos and drive from senior leaders to tackle homophobic and transphobic conduct and language as well as understanding how we can develop respect and understanding by teaching children about the protected characteristics.

• Provide training for all staff.

All staff will be involved and receive the same training. This means that lunchtime staff, site managers, learning mentors, teaching assistants and staff working in the school office will all know school policies and procedures and how to recognise, challenge and record this type of behaviour. As a result, staff will become knowledgeable and confident about this aspect of their work.



- **Update policies and procedures.**

All policies will be reviewed and updated regularly to ensure that they include lesbian, gay, bisexual and transgender (LGBT) pupils and, importantly, adults. Systems to safeguard pupils, such as training for the designated officer for child protection, and policies will ensure that staff have a good level of knowledge about tackling prejudice-based bullying.

- **Tackle homophobic and transphobic language strongly.**

We will always aim to ensure that any use of such language, such as 'gay' as a derogatory term, is recorded and followed up. Incidents will be taken seriously and we will ensure that they can be reported anonymously to protect the pupils. Incidents will be measured and evaluated frequently. Similarly, any attitudes seen or suspected that are negative towards those with protected characteristics will be followed up and staff will work with pupils to change their perceptions. We will be fearless in tackling prejudice-based behaviours and we will include parents and carers, governors and the community in helping to combat poor behaviour.

- **Develop the curriculum to ensure we teach children about the protected characteristics.**

We aim to review our curriculum and systems to ensure that it can meet the needs of learners who need to be prepared for life in modern Britain. We will ensure that staff do not make assumptions about pupils' families and we include references to same-sex couples and families. We will aim to ensure that lessons, books and topics covered all strands of diversity including sexuality and gender identity. We will use role models and resources provided by external organisations to create an inclusive culture within our school. Displays, posters and information to visitors will ensure that everyone entering the school knows about its values of respect for all forms of diversity. We will not single out sexuality or gender identity but ensure that the curriculum covers all types of diversity.

Searching, Screening and Confiscation

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe. The government document - 'Searching, Screening and Confiscation' - July 2022 will be used as guidance to structure our schools' screening, searching and confiscation procedures.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; but we will always ensure that any searching or screening must always be assessed as being justified and proportionate. We will always exercise our searching powers in a lawful way.

We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

In our school, only the Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed in paragraph 31 of the government guidance Searching, Screening and



Confiscation July 2022) or any other item that our school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence
 - To cause personal injury to, or damage to property of any person (including the pupil)

An article specified in regulations:

- Tobacco and cigarette papers
- Fireworks
- Pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.