



# Tetney Primary School

## Behaviour and Relationships Policy

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| Date adopted   | February 2025 |
| Updates        |               |
| Date of Review | February 2026 |

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## Statement of intent

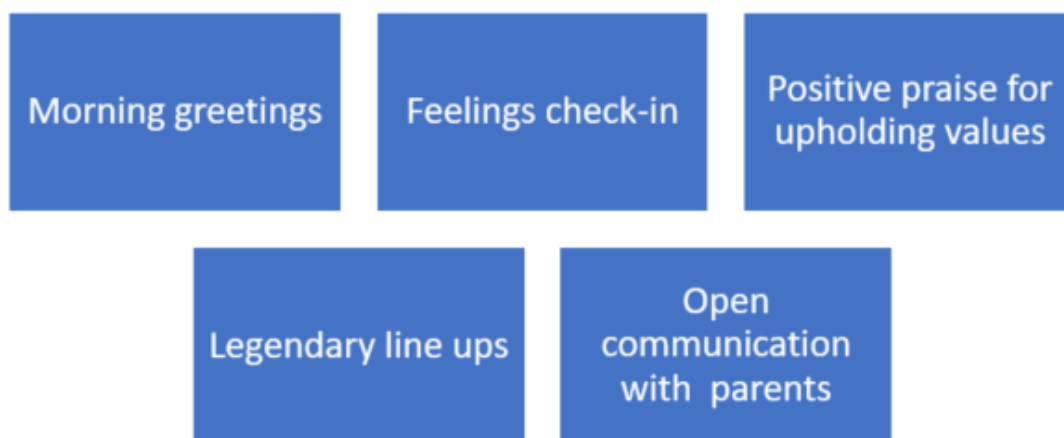
Our core values are: Unity, Courage, Respect, Kindness, Inclusion and Integrity. Through weaving these values into our school lives, we aim to develop pupils:

- who work as a team;
- have the courage to overcome challenges;
- are respectful and kind to others;
- ensure everyone is included and able to work to their best ability;
- and be honest and keep their integrity at all times.

This policy outlines how we support pupils to achieve these values and how we intervene to support, and react to, poor behaviour. The consistency in this approach ensures our pupils are happy, secure and able to develop regulation skills for their own behaviour. It also allows us to build relationships within our school community which is vital for the intrinsic nature of good behaviour.

At Tetney Primary School, we have one rule - that our values are upheld by our entire school community. These values are regularly celebrated and taught as part of our everyday lives. It is the responsibility of all members of our school community to uphold these values and promote good behaviour.

### Promoting Positive Behaviour



The school is committed to:

- Greeting pupils each morning and encouraging positive relationships with parents;
- Daily feelings check-in appropriate to the age and stage of the pupils;
- Legendary line ups – push chair under, face forward, in order, hands by sides, proud posture, walking on left hand side, smartly, sensibly and silently, holding the door open for others;
- Promoting the 5 Ways to Wellbeing using various methods e.g fitness breaks;

- Following our Jigsaw PSHE scheme, which has a wellbeing theme to promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect;
- Providing additional support for those pupils who require it and early intervention will be sought through appropriate channels, where appropriate;
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Establishing a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve. Including recognition boards – a whole class visual incentive to meet a certain value or attribute, both adults and children can volunteer names to add.
- Providing a consistent approach to behaviour management that is applied equally to all pupils

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH) needs, the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## Legal framework

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for Headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy operates in conjunction with the following school policies:

- Parental Code of Conduct
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Restrictive Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Attendance Policy

## Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Half-termly review of training needs, and in response to any serious or persistent behaviour issues disrupting the running of the school

The SENDCo will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with this policy.
- Collaborating with the governing board, Headteacher and the Emotional Literacy Support Assistant, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons and using adaptive teaching methods to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships.

- Being responsible and accountable for the progress and development of the pupils in their class.
- Acting swiftly to minimise any disruption in order that teaching is not impacted.

All members of staff including teaching, support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority (e.g Headteacher, SENDCo, Senior Leadership Team) up-to-date with any changes in behaviour.
- Accessing and maintaining relevant training to their role

Pupils will be responsible for:

- Their own behaviour whilst inside school and when representing Tetney school, including on school trips.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school's Behaviour and Relationships policy, and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Where required, attending meetings, working with outside agencies and completing paperwork in a timely manner.

## Definitions

For the purposes of this policy, the school will define "serious, unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, any illegal behaviour and/or behaviour that seriously or persistently disrupts the learning of others. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Child-on-Child abuse** - behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development, or where there is a difference in age/development, and can be harmful to the children who display it as well as those who experience it.

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Disruption and talking in class
- Refusal to attempt classwork
- Rudeness
- Use of mobile phones without permission
- Wilful damage or intentional lack of respect towards the building, equipment or resources.
- Refusal to uphold school values.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity and/or frequency of the behaviour.

## Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

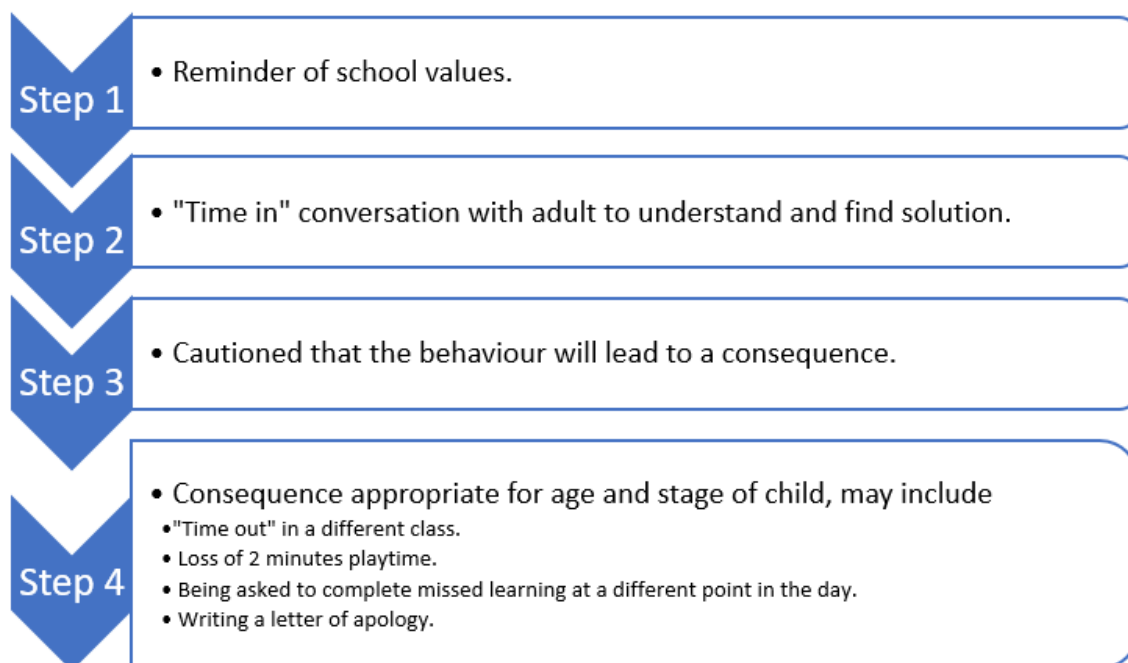
## Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with promptly. The class teacher will keep a log on the school’s behaviour platform of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

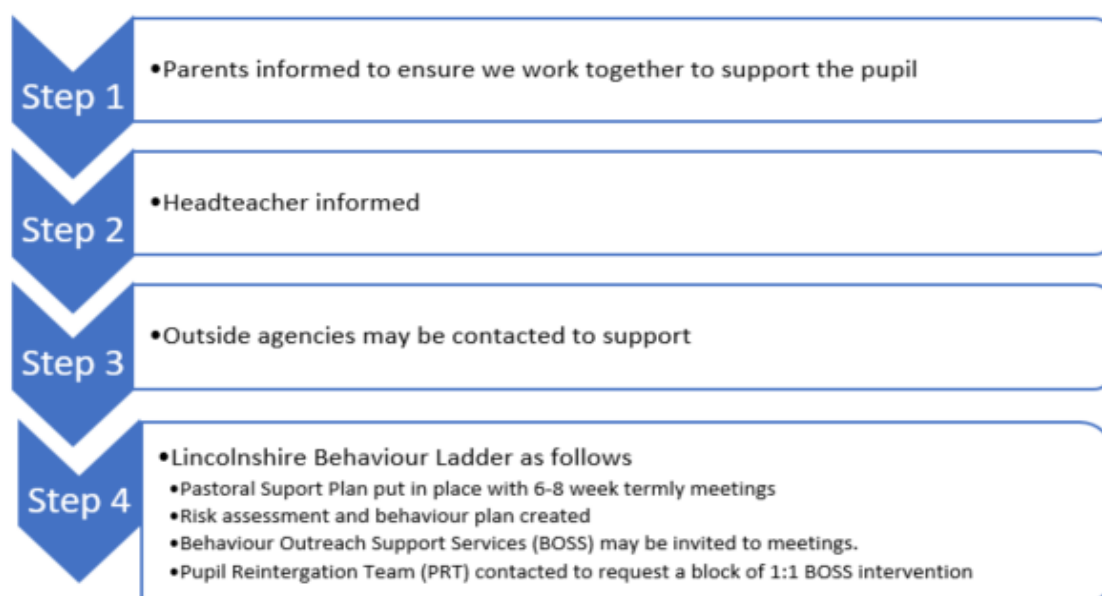
After an initial incident of low level, negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

**Low-level unacceptable behaviour – in one session**



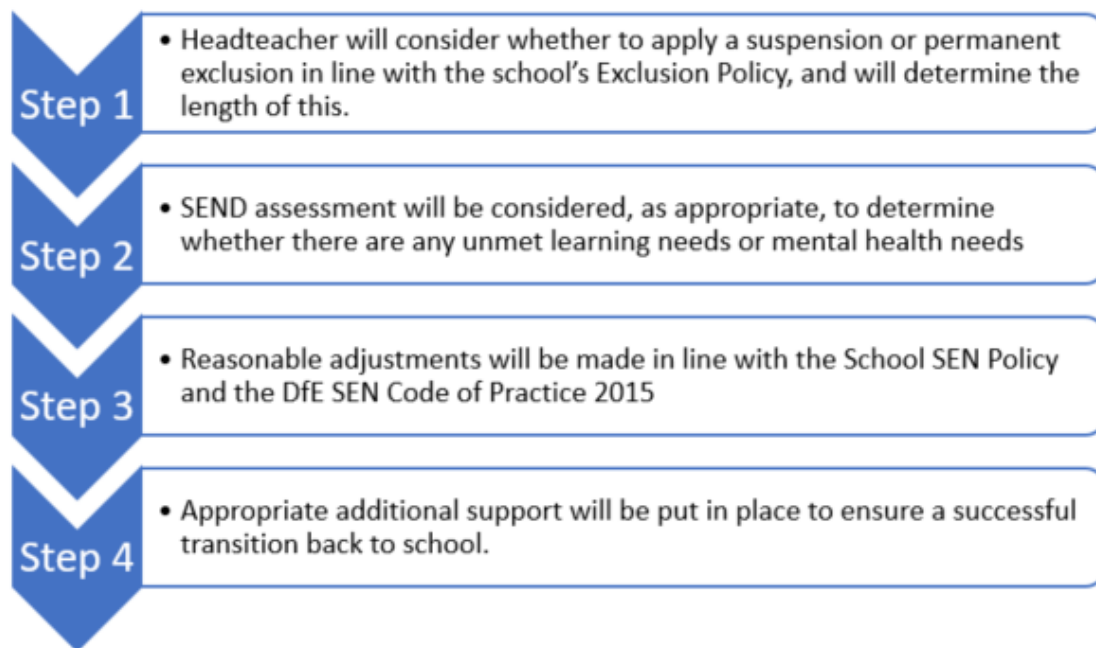
Where a pupil's ongoing, low-level behaviour is causing significant disruption, or is deemed serious enough by a staff member, the following procedures will be followed:

**Ongoing low-level unacceptable behaviour**



Following repeated breaches of the Behaviour policy or a significant one-off incident, where the behaviour is constituted to be “serious, unacceptable behaviour”, the following sanctions will be implemented:

**Serious, Unacceptable Behaviour**



For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff or volunteer authorised to do so by the Headteacher.
- The decision to discipline will be made whilst a pupil is still on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit. Where further inquiries or investigation are required, the decision will be made as soon as is practicable.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

All pupils are expected to uphold our values of Kindness, Integrity, Respect, Inclusion, Unity and Courage and these are celebrated regularly including through assemblies which parents are invited to attend. We encourage parents to also uphold these values at home, talk to us if they are concerned and support children to achieve through good attendance and collaboration with school to improve behaviour.

Where serious concerns about a pupil's behaviour exist, a multi-agency assessment, such as an early help assessment, which goes beyond a pupil's education, will be considered.

### Positive teacher-pupil relationships

Positive teacher-pupil relationships underpin good behaviour and are key to setting high expectations. Positive relationships are based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### Reasonable adjustments for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

### De-escalation strategies

In order to promote positive behaviour in the classroom, staff members will implement de-escalation strategies where necessary. 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".

### Positive Handling

In line with the school's Restrictive Physical Intervention Policy, all members of staff will be trained in Team Teach strategies and have 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 in accordance with DfE [Use of reasonable force in schools](#) guidance.

### Removal from the classroom

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

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. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

Staff will support the child to make a positive return to the classroom when it is deemed appropriate and safe for them to do so. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

### Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

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. Discipline 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.

## Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

## Prohibited items, searching pupils and confiscation

The Headteacher and authorised staff 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Restrictive Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- 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.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Mobile phones

## Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed weekly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### Monitoring and review

This policy will be reviewed by the Headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.