

Relational Practice Policy

Chapel Allerton Primary School



Approved by:

Date:

Last reviewed on:

Next review due by:

Relational Practice- a pillar of Chapel Allerton Primary School



Relational Practice

The heart of Chapel Allerton Primary School.

We believe that strong, caring and respectful relationships are at the heart of children's growth and wellbeing. Every day, we aim to model kindness, understanding and care so that children feel safe, valued and ready to learn.

Through a nurturing approach known as '**Unconditional Positive Regard**', we focus on accepting each child for who they are. This helps children to build confidence and develop important skills such as talking, playing together, solving problems and sharing their ideas.

Our approach is inspired by the work of Carl Rogers, who described this as a way of caring deeply about others without judgement or conditions.

'I care' not 'I care for you if you behave thus and so'

What this looks like in practice

We are guided by a number of simple principles:

- being genuine, caring and approachable
- accepting children as individuals
- recognising that children who may struggle most often need the most support
- teaching and modelling positive behaviour
- focusing on the child, not just the behaviour
- seeing every interaction as a chance to support learning
- helping children feel calm before working through challenges together
- following a "Regulate, Relate, Repair" approach

We also value curiosity in understanding behaviour. As Jess Lyn Stoner says, ***"Curiosity opens doors, blame closes them."***

This means we take time to gently explore what may be behind a child's actions rather than rushing to judgement.

How we support conversations

We use a simple approach called **TELL**:

- **Time** – (giving children time to talk)
- **Environment** – (finding a calm, appropriate space)
- **Listen** – (really listening to and hearing what the child is saying)
- **Learn** – (thinking together about what can be understood and improved)

When talking with children, we ask open, supportive questions such as:

- *What happened?*
- *How were you feeling?*
- *Who has been affected?*
- *What can we do next time?*

In summary

We understand that all behaviour is a way of communicating. Just like adults, children are still learning and will sometimes make mistakes. Our role is to listen, guide and help them learn in a supportive and positive way.

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1. Aims

Our approach to behaviour is relationship-based and trauma-informed. We maintain clear, consistent expectations and respond with predictable, logical and restorative consequences. This means our responses are consistent, make sense to the pupil and helps to repair relationships.

We prioritise regulation and connection before correction. Consequences are designed to **teach, repair** and **restore**.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Implement a consistent behaviour management approach that is applied fairly to all pupils whilst considering any other needs.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Develop clear and nurturing intervention strategies that support pupils in understanding what triggers challenging behaviours and in learning positive ways to communicate their feelings, frustrations, or needs safely and appropriately.
- To acknowledge that we all make mistakes and know how to rectify those mistakes.
- To use praise and encouragement wherever possible to raise the self-esteem of pupils.

2. Legislation, statutory requirements and statutory guidance

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](#)

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

3. Definitions

Responding Positively

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- verbal praise
- certificates during special assemblies 'Star of the Week' Certificate, 'Outstanding Achiever'.
- Positions of responsibility e.g. librarians, play leaders, running a lunch time club.
- ClassDojo will be used to reward children for excellent behaviour, for demonstrating good GMS, Restorative Practice qualities and for academic effort and success.
- Individual postcards sent home
- ClassDojo messages to parents/carers
- 'I've noticed you' certificates

Times When a Pupil May Need More Support

Low level disruption is defined as:

- anything that disturbs or prevents teaching and learning taking place
- showing a lack of respect for each other and staff
- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- talking unnecessarily or chatting
- calling out without permission

More Serious Behaviour:

- bullying
- repeated breaking of the school rules
- defiance
- deliberate damage to others property
- refusal to work
- abusive language (including racist, homophobic and sexist language)
- deliberately hurting another child or adult
- theft
- possession of prohibited/banned items: knives or weapons, cigarettes, alcohol, E-cigarettes or vapes or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- using a mobile phone in school or smartwatch

4. Bullying (see CAPS Anti Bullying Policy)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying can include: emotional, Physical, Prejudice-based, Sexual, Direct or Indirect Verbal, Cyber Bullying.

Our approach to bullying is restorative as well as protective. While we take all incidents seriously and will apply appropriate sanctions where necessary, our response is not solely punitive. We are committed to understanding the underlying causes of behaviour and to supporting all individuals involved, including those whose behaviour is of concern.

We aim to help individuals reflect, learn and make positive changes through guidance, education and, where appropriate, restorative conversations. Support is offered to both those affected by bullying and those accused, ensuring that every person is treated with dignity and given the opportunity to move forward in a constructive and respectful way.

5. Roles and Responsibilities

5.1 The governing board

The Personal Development Behaviour and Welfare (PDBW) Committee is responsible for:

- reviewing and approving the written statement of behaviour principles (appendix 1)
- reviewing this behaviour policy in conjunction with the headteacher
- monitoring the policy's effectiveness
- holding the headteacher to account for its implementation

5.2 The headteacher and Deputy Headteacher

The headteacher and Deputy Headteacher are responsible for:

- reviewing this policy in conjunction with the Personal Development Behaviour and Welfare (PDBW) Committee
- giving due consideration to the school's statement of behaviour principles (appendix 1)
- approving this policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring that the policy is implemented by staff **consistently** with all groups of pupils
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines and how best to support all pupils to participate fully
- offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- the senior leadership team (SLT) will support staff in responding to behaviour incidents

5.3 Staff

Staff are responsible for:

- building strong relationships with pupils by creating a warm and caring atmosphere where all pupils feel valued, respected and safe
- creating a calm, predictable and safe environment for pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour
- implementing our Relational Practice Policy **consistently**
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular pupils
- considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- recording behaviour incidents promptly
- challenging pupils to meet the school's expectations

5.4 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- be respectful and fair
- greet pupils in the morning/after lunch
- display the Golden Rules
- refer to Golden Rules when expressing expectations/giving reminders
- engage pupils in learning about the effects of their actions
- deal fairly with inappropriate behaviour using Restorative Practice
- use consequences fairly and consistently when a pupil needs more support with their behaviour
- be calm (body language and use of voice) and use non-judgemental language- separate the deed from the doer
- set clear expectations for the future
- highlight and promote good behaviour

5.5 Parents and carers

Parents and carers, where possible, should:

- get to know the school's Relational Practice Policy and support it at home where appropriate
- support their child in adhering to the school's behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- take part in any pastoral work following mistakes in behaviour
- raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will:

- follow the Golden Rules
- show respect to adults and other children
- work with others restoratively
- work with others co-operatively
- accept responsibility for their own actions
- be honest, truthful and open to restorative approaches
- respond to reminders
- pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Relational Practice Policy
- be aware of rewards and consequences

6. School behaviour curriculum

Chapel Allerton primary School works hard to foster a positive, inclusive culture where excellent behaviour is taught, modelled and celebrated. We believe that behaviour is a form of communication and that all pupils can succeed when expectations are clear, support is consistent, and relationships are strong.

Our Approach to Creating a Culture That Promotes Excellent Behaviour

Our school's approach to behaviour is relationship focused, inclusive and proactive, underpinned by Restorative Practice, Social and Emotional Learning (SEL), trauma-informed practice, Unconditional Positive Regard, Thrive and the Zones of Regulation. Together, these approaches create a calm, safe and respectful environment where pupils are supported to make positive choices and develop lifelong self-regulation skills.

A Relationship-Centred Ethos

At the heart of our culture is **Unconditional Positive Regard**. All pupils are treated with respect, empathy and dignity, regardless of their behaviour. We separate the child from the behaviour, making it clear that pupils are always valued while being supported to reflect on and improve their actions. This builds trust, strengthens relationships and increases pupils' sense of belonging.

Restorative Practice (RP)

We use Restorative Practice when managing conflict when things have gone wrong or mistakes have been made. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to put it right and to repair relationships. This approach helps pupils learn from mistakes, reduces repeated incidents and fosters a strong sense of community and mutual respect.

Restorative Practice centres around a set of key questions:

- What happened? (Include what you did and anything that happened before)
- What were you thinking and feeling at the time?
- Who has been affected and in what way?
- What needs to happen to make things right?
- How could things have been done differently? What would you do next time?

Social and Emotional Learning (SEL)

Social and Emotional Learning is taught explicitly and embedded throughout the curriculum and wider school life. Pupils are supported to develop self-awareness, emotional regulation, empathy, resilience and positive relationship skills. By equipping pupils with these core competencies, we enable them to manage emotions effectively, respond positively to challenges and engage consistently in learning.

Trauma-Informed Approaches

Our practice is informed by a strong understanding of trauma and its impact on behaviour. Staff receive training to recognise behaviours as possible indicators of unmet need rather than defiance. We provide consistent routines, emotional safety and responsive support, ensuring that pupils who have experienced adversity are not punished for behaviours beyond their current capacity to manage. This compassionate approach reduces anxiety and supports long-term emotional regulation. We use the ARC Framework (appendix 2) which is a trauma-informed model to help understand the needs of and plan interventions to support children who have experienced the impact of adversity and trauma.

The Zones of Regulation

We use the Zones of Regulation framework to help pupils recognise, understand and manage their emotions. Pupils learn to identify their emotional state and are supported with strategies to self-regulate and return to a state that supports learning. This shared language empowers pupils, increases emotional awareness and promotes independence in managing behaviour.

Positive Recognition and Support

Positive behaviour is actively recognised and celebrated, reinforcing high expectations and encouraging pupils to make positive choices. When a pupil is experiencing difficulties meeting our expectations, adult responses are calm, consistent and proportionate, focusing on learning, restoration and support rather than punishment. Targeted interventions and pastoral support are used where needed, in partnership with families and external professionals.

School Values

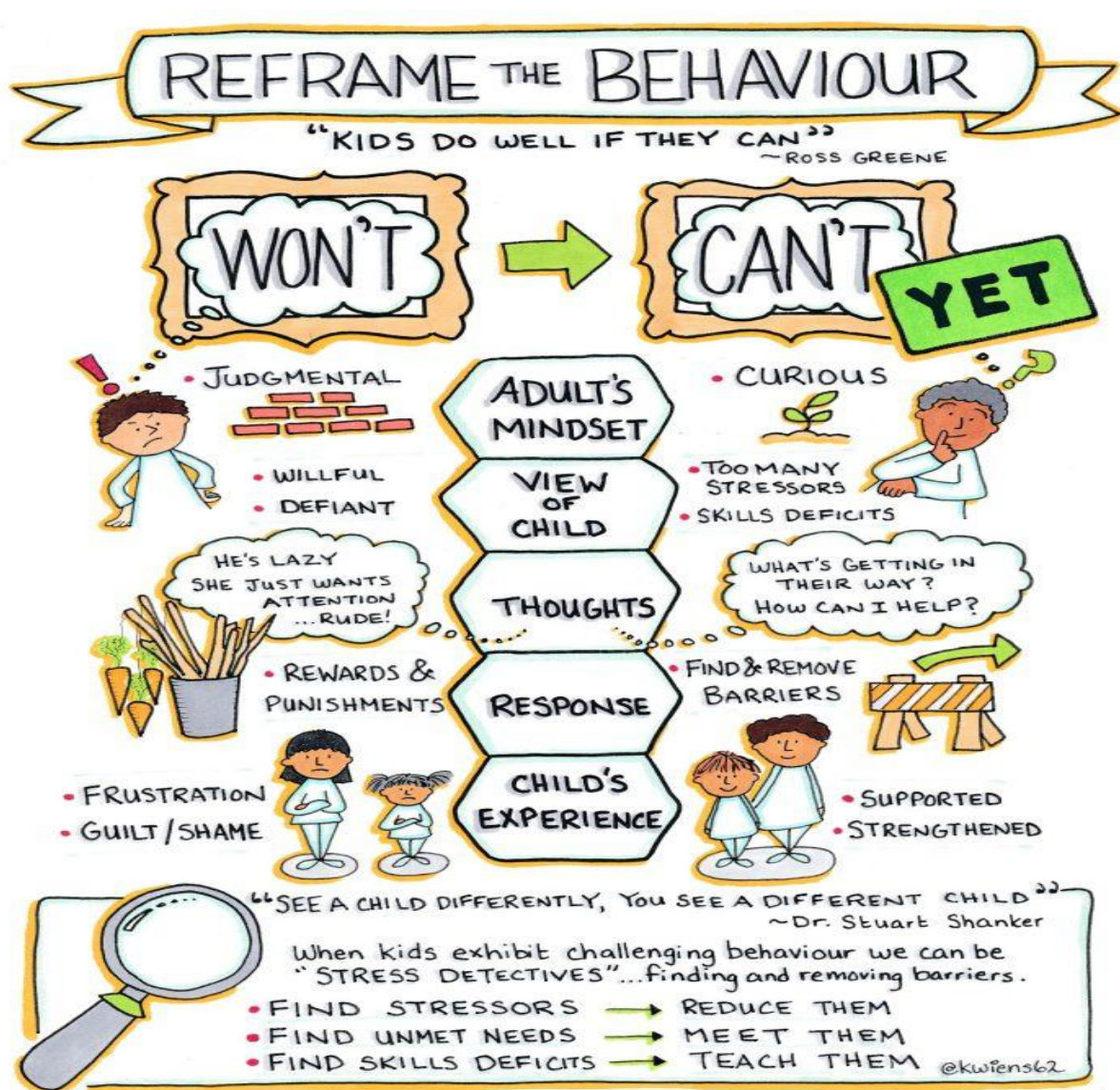
We have whole school values displayed around school. Copies of these are displayed prominently in all classrooms and corridors, children are taught about them and reminded of them regularly.



7. Responding to behaviour

Alongside positive reinforcement and our restorative approach, children are supported to understand the impact of their behaviour through meaningful consequences. We aim to balance safety, empathy and clear expectations because a trauma-informed approach doesn't mean avoiding consequences — it means using **safe, predictable, regulated, relationship-based** responses that help children learn rather than feel punished or shamed. We address inappropriate behaviour in a fair and consistent manner, with a focus on understanding the harm caused and finding solutions. We believe that **prevention** is the most effective approach achieved through truly knowing our pupils and using strategies to support them, for example: anticipating and adapting.

The steps below are a **guide only**, each circumstance is **treated individually**. Staff make professional judgements on the course of action based on the nature and severity of the incident. It is important to carefully consider the context in which specific behaviours take place, remembering that the goal for all behaviour support must be to positively influence children's onward behavioural choices. Some children may have complex behavioural and emotional needs and will require a bespoke approach to supporting their behaviour. When this is the case, an individual behaviour plan will be in place.



The school uses a system to address and support behaviour concerns that recognises that there are different degrees of behaviour that can impact safety and learning

Examples of behaviour (guidance only, behaviour of concern may include but is not limited to the examples below and may vary based on context)

Low impact	Examples of behaviour could include: unkind words, teasing, talking too much to the detriment of pupil's own work and that of others, not moving about the school safely, not lining up quietly, failing to follow instructions.
Repeated issues with low or increasing impact on others	Examples of behaviour could include: repetition of low impact behaviours, being rude or disrespectful, repetition of low-level descriptors, verbal/physical abuse.
High impact	Examples of behaviour could include: repetition of previous behaviours, fighting, defiance, damaging property. or fighting and deliberate damage, homophobic, racist or misogynistic behaviour, serious/repeated verbal abuse, intimidation, physically assaulting others, theft, bullying.

Possible Actions for Pupils Exhibiting Behaviours Indicating They Require More Support

(guidance only, actions/consequences may include but are not limited to the examples below and may vary based on context)

Actions / Consequences may include:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • non-verbal cue • use of humour/distraction/redirection • praise for pupils displaying behaviours we expect e.g. Positive role model example 'Well Done you are facing me and ready to learn' • enabling a brain or movement break • verbal reminder of expectations e.g. 'This is your reminder', 'You have been reminded' • reduced playtime/lunchtime so that an RP conversation can take place (nb: short, personal breaks to replace when needed) • repairing damage • logical consequence • parents may be informed by class teacher e.g., face to face, phone call or a message on ClassDojo if there is a noted pattern of repeat behaviour of concern • low impact Incidents/issues may be recorded on CPOMS • repeated issues/high impact incidents will be recorded on CPOMS | <ul style="list-style-type: none"> • verbal or written apology or reflection • loss of privileges (nb: not provision) • behaviour contract / passport • referral to SEMH/Behaviour Support Worker • sending the pupil out of the class for a short time • setting of written tasks such as an account of their behaviour • sending a pupil to sit on the Peace Bench outside (breaktimes and lunchtimes) • 'Talking Mat' may be used to gain deeper understanding and seek pupil voice • parents will be informed formally, either by inviting them in for a meeting or a phone call with a member of SLT if a IPBRA Risk assessment is being put into place | <ul style="list-style-type: none"> • expecting work to be completed at break or lunchtime • Classdojo message/ letter or phone call home to parents/carers • putting a pupil 'on report' (frequent check ins from SLT) • removal of the pupil from the classroom • reduced timetable may be considered • flexi schooling may be considered • internal exclusion • fixed term external exclusion • permanent exclusion, in the most serious of circumstances • support from a member SLT for regulation time, restorative conversation, restorative meeting with impacted/ harmed pupil(s) • in some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g., Cluster, Safer Schools Police Officer, Area Inclusion Team • professional curiosity will be used e.g., ARC ABC forms used |
|---|--|---|

Phase Leaders will monitor CPOMS and respond to individual pupils if there is a noted pattern of repeat behaviour during the same week or over a period of time- parents will be contacted.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis but with regard to the impact on perceived fairness.

Key principles for all staff to hold:

- Connection before correction
- Regulation before reasoning
- Accountability with dignity
- Keep systems consistent and predictable

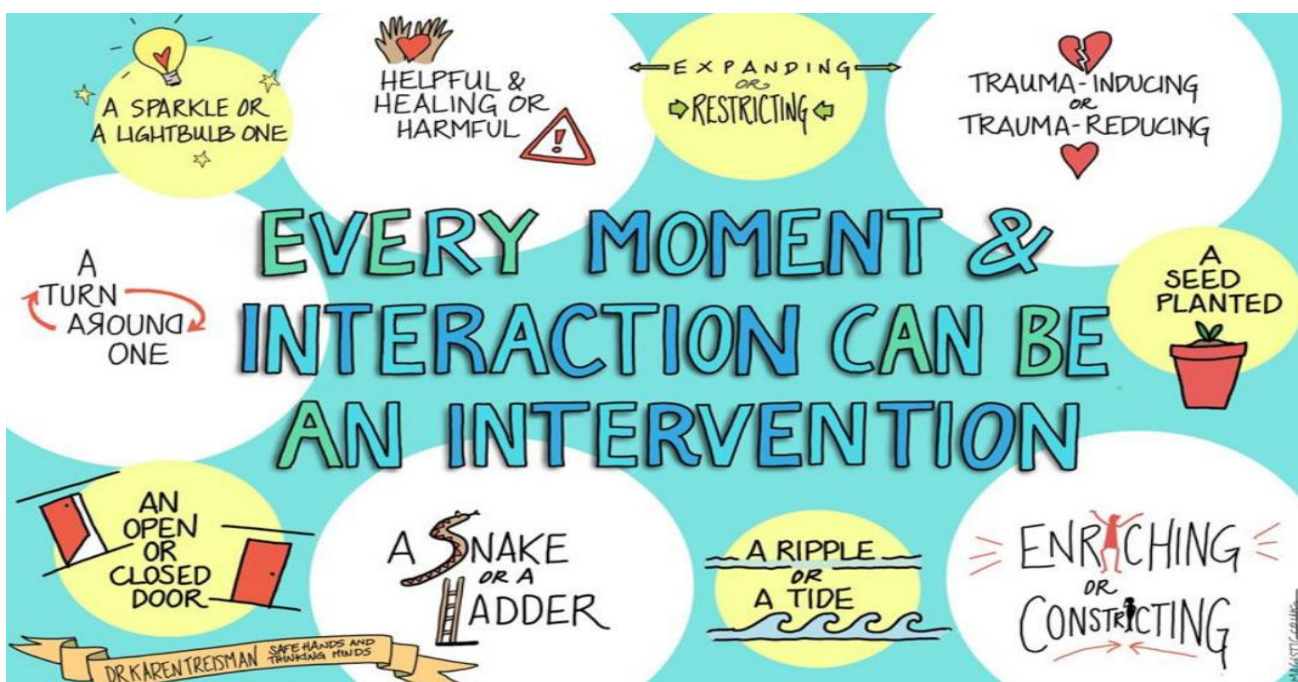
What accountability with dignity looks like in our classrooms when a pupil's behaviour indicates they may need more support:

- a quiet check-in: "Can I speak with you for a moment?"
- a visual cue card placed discreetly on the desk
- a pre-agreed signal (e.g. touching the desk/light hand on shoulder)
- involving pupils in how they are reminded
- Short verbal prompts/reminders
 - "I'm noticing this is getting tricky for you"
 - "I'm here to help you get back on track. What do you need right now?"
 - "If this continues it will mean that"
- Staff have the option of using a written tracker, available on desk

Sanctions to Avoid (Trauma-Sensitive)

Avoid practices that may retraumatise, shame, or escalate:

- public shaming (name on board, picture on board, traffic lights visible to class)
- detentions for dysregulation
 - (Avoid using detentions as a response to dysregulated behaviour)
 - Dysregulation (e.g. emotional outbursts, withdrawal, heightened anxiety or difficulty following instructions) is often not a deliberate choice but a reflection of a child being overwhelmed and unable to effectively manage their emotions or responses at that moment.*
- isolation/seclusion rooms
- sarcasm, lectures, raised voices
- unpredictable punishment
- taking away break time routinely (movement is regulation)
- if The Hub is part of a pupil's everyday provision, this won't be removed as a consequence
- removing dojos previously earned



Supporting Pupils in Crisis

When pupils experience moments of dysregulation, we respond by helping them feel safe, understand their feelings and to help them learn more positive ways to respond.

Dealing with Pupils in Crisis	
Regulate → Reflect → Repair	
Our three-step trauma-informed cycle:	
Regulate:	
Quiet space, sensory tools, grounding techniques.	
Reflect:	
Once calm, use simple language:	
“What happened?”	
“What were you needing?”	
“What could we do next time?”	
Repair:	
Plan how to make it right.	

Nb: Regulation can look like: time in The Hub, time with Pastoral team, kicking a ball outside, doing a puzzle, drawing, using sensory toys

Child on Child Abuse

- Any reports of peer-on-peer abuse, sexual violence or sexual harassment will be taken seriously with the victim reassured, supported and kept safe.
- Accurate notes will be taken and the Designated Safeguarding Leader involved.
- The DSL will use the guidance from section 5 of Keeping Children Safe in Education and our Safeguarding and Child Protection Policy to determine the school's actions.
- Both the victim and perpetrator will need support; parents will be involved and Risk Assessments devised.
- The attitude of every staff member must be, 'It could happen here.'
- During all cases, professional curiosity will be used combined with ARC: ABC forms

Bullying

- All reported incidences will be reported on CPOMS under the category of 'alleged bullying'.
- All reported incidences will be investigated by DHT or HT.
- The child displaying unacceptable behaviour, will be asked to genuinely apologise (as appropriate to the child's age and level of understanding.)
- Other consequences will take place e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes.
- Wherever possible, the pupils will be reconciled using Restorative Practice.
- In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.
- In some cases, in house interventions may take place to support the alleged bully e.g Thrive intervention or Pastoral Support Worker sessions
- In some cases, the victim will be supported by Pastoral Support Worker.
- In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, fixed or permanent exclusion will be considered.
- During and after the incident(s) have been investigated and dealt with, each case will be recorded on CPOMS (Our Child Protection Online Management System, including the consequent actions/follow ups that have taken place to resolve the issue(s).
- During all cases, professional curiosity will be used combined with ARC: ABC forms (appendix 5)

7.1 Safeguarding

Chapel Allerton Primary recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour of concern may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will use the ARC framework and follow our child protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

[SECTION 3](#) Chapel Allerton Safeguarding policy

Appendix 2: ARC framework

7.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded on CPOMS and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

[Link to Restrictive Intervention Policy](#)

7.3 Searching and confiscation (appendix 4)

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.4 Off-site Behaviour of Concern

Sanctions may be applied where a pupil has displayed behaviour of concern off-site when representing the school. This means behaviour of concern when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has displayed behaviour of concern off-site, at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.5 Online Behaviour of Concern

The school can issue behaviour sanctions to pupils for online behaviour of concern when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head Teacher, Deputy Head Teacher, Safeguarding and Wellbeing Officer will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.7 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
- manage the incident internally
- refer to early help
- refer to children's social care
- report to the police

Please refer to our child protection and safeguarding policy for more information.

7.8 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious behaviour of concern. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- restore order if the pupil is being unreasonably disruptive
- maintain the safety of all pupils
- allow the disruptive pupil to continue their learning in a managed environment
- allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT and will be removed for a maximum of ½ Day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as :

- use of SEL/Zones of Regulation intervention/Thrive Intervention
- professional curiosity
- ARC: ABC framework
- use of teaching assistants
- short-term behaviour report cards
- long-term behaviour plans
- pupil support units
- multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal (ARC framework) and any protected characteristics of the pupil.

8.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to Behaviour of Concern from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of behaviour of concern arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour of concern will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of behaviour of concern will be made on a case-by-case basis.

When dealing with behaviour of concern from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- if a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviour of concern and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers

- short, planned or unplanned, movement breaks
- adjusting seating plans
- adjusting uniform requirements due to sensory or medical needs- this must be agreed with our SENDco
- training for staff in understanding Autism & ADHD
- use of spaces e.g The Hub, DHT office, library areas where pupils can regulate their emotions
- Use of targeted, bespoke intervention programme e.g Thrive or Zones of Regulation

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) with the Deputy Head may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9.5. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Our strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction or following suspension.

- Reintegration meetings
- Daily contract with a member of the pastoral team
- A report card with personalised behaviour goals.
- Reduced timetable

10. Training

Our staff are provided with regular training on managing behaviour, including training on:

- Induction for new staff
- Trauma informed practice
- Specific staff are Team Teach trained, this is updated every 2 years
- Attachment and foetal alcohol syndrome
- How SEND and mental health needs can impact behaviour
- Regular lunch team meetings

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders

The data will be analysed every term by The Deputy Head Teacher.

The data will be analysed from a variety of perspectives including:

- at school level

- by age group
- at the level of individual members of staff
- by time of day/week/term
- by protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and The Personal Development, Behaviour and Welfare Committee (PDBW) of the Governors annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

12 Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Mobile phone policy
- The Anti Bullying Policy
- The Use of Restrictive Intervention Policy

Chapel Allerton Primary School



Written Statement of Behaviour Principles

Introduction

The Governing Board of Chapel Allerton Primary School is responsible for reviewing and approving this written statement of behaviour principles. This statement has been developed in accordance with the Education and Inspections Act 2006 and DfE guidance.

At Chapel Allerton Primary School, we believe that strong, caring and respectful relationships are at the heart of children's growth and wellbeing. Every day, we aim to model kindness, understanding and care so that children feel safe, valued and ready to learn.

Our approach is grounded in Unconditional Positive Regard, which means accepting each child for who they are, recognising that behaviour is a form of communication and that all pupils are valued regardless of their actions. We value everyone as an individual, capable of growth, change and development.

Our relationships are underpinned by the principles of:

- Every pupil understands they have the right to feel safe, valued and respected and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are expected to behave in a respectful and appropriate way towards one another.
- The school has high expectations of behaviour.
- The school's Relational Practice Policy reflects a **relational, restorative and trauma-informed approach**, recognising that behaviour is a form of communication and that pupils must be supported to regulate, relate and reflect.
- All school staff will approach changes in behaviour with professional curiosity.
- The school will prioritise **Restorative Practice** in responding to behaviour. This includes:
 - providing time and support for pupils to reflect on what has happened
 - enabling pupils to understand the impact of their actions on others
 - supporting pupils to take responsibility and repair relationships
 - using structured restorative conversations to promote learning and prevent recurrence
- The use of rewards and sanctions will be reasonable, proportionate and applied consistently, considering the age, needs and circumstances of individual pupils, including those with SEND.
- Consequences will be used to **teach, restore and repair**, rather than punish and will follow a predictable and consistent approach.
- The school will work in partnership with parents, carers and external agencies where appropriate to support pupils' behaviour and wellbeing.
- The school will make reasonable adjustments for pupils with additional needs and vulnerabilities and will prioritise early intervention and support.
- The Governing Board supports the Headteacher in the use of sanctions, including suspension and permanent exclusion, where necessary and in line with statutory guidance, **as a last resort**.
- The Governing Board expects the Headteacher to ensure the Relational Practice Policy is implemented effectively, consistently and in line with this statement.

Appendix 2

ARC Framework

The framework was designed as a map to guide clinicians, teachers, and social workers in addressing developmental trauma in children and young people.

What?

ARC Framework is a trauma-informed model to help understand the needs of and plan interventions to support children who have experienced the impact of adversity and trauma.

It is a systems approach (a method for solving problems by viewing the whole system rather than its parts) and addresses professionals and families, alongside any direct work with children and young people.

When?

The framework can serve as both a treatment plan and a map for organisational and system change towards Trauma-informed Practice



An ARC framework & trauma informed approach to analysing behaviour using ABC Charts (Antecedent, Behaviour and Consequence)

Our starting point is to recognise that challenging behaviour is often a “front” for unmet needs or an attempt to avoid real or imagined danger (and feel safe again). We know that our young people make sense and we seek to “get in front” of the behaviour and meet unmet needs or address the need for safety. Without fully understanding how this behaviour makes sense we cannot respond effectively and recognise that the young person may not “know” why they have done something. If we can collect data and share information around what we saw and heard we can develop responses to address unmet needs, increase feelings of safety and teach skills that may be missing

Where? <i>Date, time, location and others present.</i>	What did you see in the child/young person just before? <i>Eye contact, body language, energy levels, movements, words used etc.</i>	What do you think was the “trigger”? Do you see a pattern?	What were the behaviours of the child/young person when dysregulated?	What need might have got met by this behaviour?	What real or imagined danger might the child/young person have perceived?	What skills may this child/young person not have to regulate themselves?	What did the adult do? What was the adult’s energy level? Did anything appear to help with regulation?	What happened as a consequence of the child/young person becoming dysregulated?

First behaviour letter

Dear [insert parent/carer name],

Following my previous communication on ClassDojo regarding episodes of behaviour that are causing us some concern. I am sorry to say that [insert pupil name], is still struggling to work within our behaviour expectations, which is set out in our Relational Practice Policy.

[Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour of concern letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour of concern letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our Relational Practice Policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

teacher name: _____

teacher signature: _____

Date: _____

Behaviour of concern letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Appendix 4

Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy). During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search
- assess whether not doing the search would put other pupils or staff at risk
- consider whether the search would pose a safeguarding risk to the pupil
- explain to the pupil why they are being searched
- explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- explain how and where the search will be carried out
- give the pupil the opportunity to ask questions
- seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head Teacher, Deputy Head Teacher or Safeguarding and Wellbeing Officer to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- desks
- drawers
- bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- if they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- what happened
- what was found, if anything
- what has been confiscated, if anything
- what action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

