Behaviour and relationships Policy

Ducklington CE Primary School

Approved by:	Governors	**Date:** September 2026
Last reviewed on:	September 2026	
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Vision Statement

Nurture, Bloom, Rejoice

At Ducklington CE Primary School, we … 'will bloom, rejoice greatly and shout for joy'. (Isaiah 35 1-2) This is embodied in our logo, the fritillary, as each flower is unique but part of the fritillary family. All this is rooted in our values of courage, compassion, respect, kindness, honesty and perseverance.

Context

For children to learn effectively and to be successful in the future, they need to feel safe, be clear about boundaries for unacceptable behaviour and, through learning and being connected with trusted adults, develop the ability to self-regulate and make responsible behaviour choices. We are committed to equity, inclusion, and fairness at Ducklington and will do all we can to support children with additional needs and their families but any behaviours which could interrupt the flow of learning or children's wellbeing will be responded to swiftly.

Our behaviour and relationships policy aims to help children achieve this, and is built on the following foundational principles:

1) That effective management of children's behaviour begins with the behaviour of adults, coupled with the relationships of trust they build with the children in their care. At Ducklington, all children can expect to experience feeling accepted though visible kindness and consistency from their interactions with adults.
2) All feedback about behaviour should be given in private. Children should never be made to feel shame.
3) That behaviour management is everyone's responsibility, regardless of role and children taught/supported. All adults must respond to unwanted behaviours in the same way, so that children experience certainty of adult response, absolute consistency, know what is expected of them and what is unacceptable.
4) That school and home must work in partnership to tackle behavioural issues as soon as they become apparent; for children to feel safe at school, they need to know that their parents and carers trust members of staff.
5) That adults view behaviour first and foremost as communication, seeking to understand why a child is behaving in a certain way, and recognising the feelings and unmet needs that have led to it. Behaviour is thus viewed as separate from the person exhibiting it, and responses should prioritise prevention, de-escalation and support wherever possible.
6) That adults will take a restorative approach in responding to conflict – taking the time to listen to all parties, so that behaviour improves over time.
7) That children will learn to take responsibility for their own actions and the impact they have on others and will make amends for any harm caused.

Our Behaviour Principles

- **Routines:** We use scripted conversations, smart walking, reinforce our three rules, ensure 6 legs on the floor, and manage transitions in class consistently.
- **Recognition:** We use positive praise, positive body language, listening and smiling, ensuring all children are recognised.
- **Kindness & Consideration:** We award house points, give positive praise, and make positive phone calls home.
- **Relationships:** We are calm, consistent and fair, set clear expectations, apply rules to every child every time, and recognise positives.

Policy

The school will use consistent ways of talking about behaviour and self-regulation:

- The school's three rules: "Be Ready, Be Respectful, Be Safe" will underpin all behaviour discussions:

Be Ready:

- Ready to learn - equipment out, eyes on teacher, bodies still
- Arrive on time - in class and ready for the day
- Follow instructions first time - listen and do it now

Be Safe:

- Keep hands, feet and objects to ourselves
- Move safely around school
- Stop and listen first time when asked

Be Respectful:

- Use kind words - please, thank you, polite voices
- Look after our school - equipment, classrooms, playground
- Show respect in our actions - listen to others, take turns, positive body language
- Children will be taught self-regulation through the 'Zones of Regulation' approach
- Incidents will be consistently responded to using Restorative Practise

Staff:

- Will model self-regulation, responding to poor behaviour with calmness, consistency and kindness, while avoiding escalation and power play and using de-escalation strategies wherever possible.
- Will show children respect at all times. Humiliation will form no part of behaviour management.
- Will work with parents/carers in a way that connects and builds trust thereby helping children to feel safe.
- Will teach children, through our RSHE curriculum, how to recognise, call out and report incidents of racist abuse, homophobic abuse, gender discrimination or sexual harassment.
- Will have regular opportunities to reflect on behaviour management against this policy and learn from each other.

To reinforce good behaviour and relationships:

- Model excellent relationships at all times
- Consistently expect excellent behaviour from all children
- Reinforce clear and consistent whole school (moving around, lining up, walking at end of break, entrance and exit to assemblies) and classroom routines
- Notice and comment on as many positive choices as you can verbally (e.g. 'That's wonderful walking', 'Thank you for holding the door open.' 'I noticed how you…')
- Pre-empt difficulties – e.g. by sitting children who find Collective Worship challenging at the end of the line, staying near children who find playtime challenging
- Set up and contribute to a whole class reward system to which everyone can contribute, with simple rewards at least once per half term. Rewards cannot be removed

In responding to poor behaviour, all staff will:

- Use scripts remaining calm and non-confrontational
- Seek to follow through poor behaviour choices themselves including administering consequences where appropriate

- Listen to children involved in incidents and ensure any consequences are fairly administered
- Ask a colleague for advice if they are unsure as to a course of action
- Teach children that honesty will lead to faster resolutions and trust being built and that they will feel better quicker rather than storing up negative feelings
- Follow up conflicts with a restorative conversation so that the child has the opportunity to reflect on how to do things differently next time
- Give children a fresh start following a poor choice, and not label them as a result of it
- Send an agreed signal to the nearest member of staff or Headteacher, if a child is behaving in a way that is dangerous or disruptive to learning
- Use reasonable force or another restrictive intervention only when it is necessary, proportionate and lawful, and in accordance with the school's Use of Restrictive Interventions Policy. This may include preventing a pupil from hurting themselves or others, committing a criminal offence, damaging property or causing serious disorder.
- Consider and refer to individual Behaviour Support Plans for children with identified SEND, particularly where there is an increased likelihood that restrictive interventions may be required.
- Report incidents of racist abuse, homophobic abuse, gender discrimination or sexual harassment directly and immediately to the headteacher
- Contact parents/carers as soon as behaviour affects learning or wellbeing, or following a serious incident, in line with this policy and the school's Use of Restrictive Interventions Policy. Any significant incident involving force, seclusion or restraint will be reported to parents/carers in accordance with the Use of Restrictive Interventions Policy.
- Communicate with parents without judgement in a solutions-focused manner
- Record behaviour incidents on the school tracking system, including actions and consequences. Any significant incident involving force, or any incident involving seclusion or restraint, must also be recorded on CPOMS in accordance with the Use of Restrictive Interventions Policy.

Responses to poor behavioural choices, depending on the seriousness of the behaviour may include: time out in another class, loss of play (time on the bench, time inside), completion of missed learning at home, internal exclusion, suspension or permanent exclusion.

Parents and carers are requested to:

- Work with school to build and maintain relationships and trust so that children feel safe and that the adults in their lives are united in keeping them safe
- work in a transparent way with the school to identify possible causes of poor behaviour
- contact the class teacher for clarification and discussion who have concerns about the way their child's behaviour is being managed

Children

- Will treat all staff the same way regardless of role
- Will be honest and reflective about incidents they are involved in
- Will try to understand the impact their choices have on others
- Will be open to making amends

How will we know it's working?

- Analysis of incident data in the behavioural tracking system
- Observations of behaviour by Headteacher and Governor Monitoring Visits
- Analysis of survey data from parents, staff and children

- Staff reflections during planned sessions.

Bullying is addressed in accordance with the school's Anti-Bullying Policy. Where an incident raises safeguarding concerns, the school's Child Protection and Safeguarding Policy will also apply.

All significant incidents involving force, and all incidents involving seclusion or restraint, must be recorded on CPOMS and reported to parents/carers in accordance with the Use of Restrictive Interventions Policy. Where appropriate, the incident should also be recorded on the school's behaviour tracking system.

Staff should use de-escalation strategies first wherever possible, including calm communication, giving processing time, reducing an audience, offering a calm space and seeking support from a colleague. Following any restrictive intervention, the incident will be reviewed and appropriate support, reflection and relationship repair will be provided.

Restrictive interventions may include reasonable force, restraint or seclusion. Seclusion is a safety measure only and is not a disciplinary response. Time out is a short, supervised opportunity for a pupil to move away from a situation and regulate their behaviour. It is not seclusion. A pupil will not be prevented from leaving the space unless the circumstances meet the requirements for a lawful restrictive intervention.

Where necessary to keep pupils or others safe, staff may use reasonable force or another restrictive intervention in accordance with the school's Use of Restrictive Interventions Policy. Staff must use the least restrictive intervention and the least amount of force for the shortest time necessary, taking account of the individual circumstances of the pupil.

The school's approach to behaviour is based on prevention, positive relationships, self-regulation and de-escalation. Restrictive interventions are not a routine behaviour-management strategy and are never used as a punishment, threat or deterrent.

Appendix 1 Guidelines for school staff

Children are expected to uphold the values of compassion, knowledge and diversity at all times.

Rewards

- Verbal praise/acknowledgement of minimum standards – e.g. sitting, listening, working hard
- Recognition of behaviours which are 'above and beyond' – e.g. picking up coats, holding open doors, tidying up
- Phone call home
- House points
- Celebration Assembly Certificates
- Whole class rewards
- Send child to a different adult for recognition and praise

Consequences (following this stepped approach):

1. Reminder
2. Warning
3. Last Chance
4. Time out (in or out of the classroom)
5. Restorative conversation

Additional consequences for more serious behaviours may include:

- Time out with DHT/HT
- Removal from class for a fixed period
- Parent meeting
- Completion of work at a different time
- Suspension or permanent exclusion (last resort)

Try to follow up poor choices yourself wherever possible. Avoid using the Headteacher as a 'consequence'. This reinforces the idea that not all adults have the same authority. If a child is behaving in a way which is dangerous or which disrupts learning, e.g. being physically or verbally abusive or walking out of class, the staff member should send two children to ask for support from the nearest adult or Headteacher.

If a child walks away during a discussion, this should be followed up calmly but not necessarily immediately. It may be appropriate to give the child time to calm down first. Children must be certain that follow up will occur.

- I am going to come and speak to you later about what will happen next.
- I am going to walk away to give you the chance to calm down.
- I don't think I've got enough information to make a decision right now. I will come back to you later.

Micro script for addressing behaviour:

- I've noticed that...
- You know the school rule is...
- Earlier you showed me/Remember when you...
- I expect you to...
- Thank you for listening.

Choices and consequences.

- I'm going to give you a choice.
- You can (state desired behaviour) or you can (state alternative desired behaviour).
- If you choose to .... then you can/will be able to ...
- If you choose to .... then .... (state consequence)
- What is your choice?
- I'm going to give you some time to think.

If the child doesn't respond, ask 'Are you sure this is what you want? It is your choice.'

Keep choices low key – e.g. If you choose to sit down, you will be able to get on with your learning like everyone else. If you choose to continue running around the room, you might end up in time out and miss some of your learning.

Look for opportunities for further praise at a different point.

If the child doesn't respond, ask, 'Are you sure this is what you want? It is your choice.'

Look for opportunities for further praise at a different point.

Allow 'take up time' especially if a child is in a heightened state. Do not repeat the choices immediately. Allow some processing time and give the child space to consider their options.

Praise immediately when they make the right choice.

Restorative Questions

What happened?
Listen carefully and dispassionately without interrupting or disagreeing. When the child has finished, present your account without judgement.

- What were you thinking at the time?
- What have you thought since?

This question opens doors for a change of attitude or the wish to put actions right. They may need help teasing this out.

- How did this make the other person/people feel?

A chance to think about the impact of their behaviour on others who might have been worried by it.

Who has been affected?
Often children will think that they are the only person affected. Encourage them to think about others – e.g. what about Mrs X who couldn't teach her lesson? What about X who hates loud noises? What might mum say? What about X who wanted to play with you this break?

What should we do to put things right?
Resist the urge to guide the conversation to an apology – there may be other ways to put things right.

How can we do things differently in the future?

If a child is not responding
I am wondering if you feel ...(emotion)
How angry were you on a scale of 1-10?
Offer a postponement.
I can see that you aren't quite ready to talk.
Do you need a few minutes?
Would you like to meet later?

This policy links to the following policies and procedures:

- Use of restrictive interventions policy
- Anti-Bullying policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy