

Policy for a Relational Culture and Behaviour

Meanwood Church of England Primary School



Approved by:	Jamie Chapman	Date: September 2025
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Next review due by:	September 2026	

Vision and Values

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

This policy has due regard to the following ethos:

At Meanwood C of E Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

Vision

Open hearts

Open Minds

Open Arms

Our vision is to enrich the lives of our children emotionally, physically, spiritually and academically, where every person is valued, nurtured and empowered.

Our vision is underpinned by Jesus' commandment to "love one another as I have loved you" (John 15:12).

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour that is applied equally to all pupils.
- Define what we consider to be unwanted behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave at school.
- Identify any safeguarding concerns or trauma responses that are the root of any unwanted behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour.
- Outline our system of rewards and consequences.
- Consider what extra support can be offered to groups of pupils who are in need or at a higher risk of exclusion, including pupils who are particularly vulnerable to the impacts of exclusion.
- Recognising that restorative approaches require educator discretion and that no two responses to harm may look the same.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Managing Difficulties and Disruptions

Behaviours which cause harm and are not in line with our CARE values:

- Having a negative impact on others
- Not undertaking challenge or accepting failure
- Showing a disregard for people and possessions
- Showing a lack of care for others

Serious harm may include:

- Any form of bullying (including sexualised behaviour)
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen anywhere, at school, at home or online, and requires joint working between school and home both proactively and to respond to harm. In certain circumstances, outside agencies or the local authority will support with individual situations.

Bullying is, therefore:

- Deliberately hurtful, targeted and intentional.
- Repeated over a sustained period of time.
- Direct or indirect.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Causing harm and distress to their emotional wellbeing, both directly and indirectly.
Physical	Causing physical harm to another.
Prejudice-based and discriminatory against and protected characteristic	Any form of discrimination against a protected characteristic.
Sexual	Sexualised behaviours that cause distress and devastation to an individual.
Cyber-bullying	Bullying that takes place online or through any form of messaging. This can include both indirect and direct messaging and being a bystander in a group.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities (based on guidance from DfE)

5.1 The Governing Board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 Senior Leaders

Senior Leaders are responsible for reviewing and approving this policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1).

Senior Leaders will ensure that this policy works alongside the safeguarding and anti-bullying policy.

Senior Leaders will ensure that the behaviour data is reviewed on a regular basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing the policy
- Understanding children's behaviours and needs and respond relationally
- Building positive relationships and interactions within school communities
- Working in collaboration within school to meet the needs of all children
- Providing an individualised approach to the specific needs of pupils, working with internal and external professionals
- Recording behaviour incidents (CPOMs and Class Charts)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Seek to understand this policy and the core values within it.
- Work with school, showing mutual trust, to create the best outcomes for all children.
- Support the implementation of this policy, working alongside school and other professionals.
- Inform the school of any changes in circumstances that may affect their child's needs.
- Discuss any concerns with the school promptly.

6. Rewards

At Meanwood C of E Primary, we believe in positive reinforcement of behaviour. Positive CARE points will be rewarded based on our school's vision of Open hearts, Open Minds and Open Arms. The following examples display behaviours that reflect our vision.

Open Hearts

"How are you?"

"Can I help you?"

"That was my fault."

"How can I make things better?"

Open Minds

Never give up.

Move from my red brain.

Act positively on advice.

Remain calm and start again.

Open Arms

"Come and join in."

Appreciate others' ideas.

Celebrate other people.

Take part in events.

Rewards

- E-mail home (10 CARE points).
- Postcard home (20 CARE points).
- Afternoon Tea with the teachers (30 CARE points).
- Certificate (40 CARE points)
- Take-over a job in school for ½ hour, (50 CARE points).
- Choice for the class: 15 minutes extra play, 15 minutes computer/I-Pad time, 15 minutes in the playpark. (60 CARE points).

Consequences

Punitive consequences do not have a lasting impact on improving behaviour. Negative responses to behaviour cause shame, stress and anxiety. They go no way to improving understanding and creating a harmonious culture within school.

However, children and staff need to be clear about behaviours which need addressing in school. The children, alongside the staff, have created a list of behaviours which need some form of intervention. The behaviours have been split into two steps based on the severity and the associated consequence.

Polite Requests

Initially the children will receive 2 polite requests to check their behaviour.

If this does not have the desired impact the following steps will be implemented accordingly.

Step 1 (Session with Restorative Practice Lead at breaktime or lunchtime).

- Consistently talking while a staff member is talking.
- Calling someone a name that may hurt their feelings. (Generic words).
- Being unkind that causes upset to others.
- One off physical reaction to an incident.
- Using excessive force. (Pushing in lines, being over physical in game play).
- Shouting at others.

Step 2 (Two or more sessions with the Restorative Practice Lead at breaktime or lunchtime).

- Racist language or behaviour.
- Homophobic language or behaviour.
- Sexist language or behaviour.
- Consistent acts of bullying including physical, verbal or emotional.
- Purposeful destruction of other people's or school property.
- Theft from school or other people.

Suspension

Suspensions will be implemented where serious, persistent and continued harm is caused to others and all other restorative methods have not achieved the desired outcome. Suspensions will be dealt with under the 'Exclusion and Suspensions Policy and Process' document.

Exclusion

Exclusion is the very last resort, and the decision to exclude rests with the decision of the headteacher. Exclusions will be dealt with under the 'Exclusion and Suspensions Policy and Process' document.

7. Behaviour management

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Acting as a behaviour role model.
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Using positive reinforcement.

7.2 Removal from classrooms

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
- Allow the disruptive pupil to continue their learning in a managed environment

7.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 and reported to parents.

7.4 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to other children. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

7.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator, together with the deputy headteacher for behaviour and pastoral care, will 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 to create the plan and review it on a regular basis.

The school will anticipate likely triggers of behaviour that may cause harm and put in place support to try to prevent them.

7.6 Safeguarding

The school 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure the right support is in place, for children information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour may also be shared with new settings for those pupils transferring to other schools. Extended transition will be planned and implemented for pupils with additional needs.

9. Training

Training on restorative practices is provided through senior leaders as well as external agencies. Staff can access training in the appropriate use of physical intervention facilitated by Team Teach instructors. Restorative Practice will also form part of continuing professional development.

10. Monitoring arrangements

This policy will be reviewed by the headteacher and the governing body every year. At each review, the policy will be approved by the headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Allegations against staff policy

Appendix 1: Staff behaviour principles

Governors' statement of behaviour principles

Introduction Under Section 88 of the Education and Inspections Act 2006 the Governing Body of Meanwood C of E Primary School is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy. This document is that written statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education.

This Statement of Behaviour Principles will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The Governors at Meanwood C of E Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

Our relationships are underpinned by our CARE values: co-operate, achieve, respect and empathy. We have high expectations that support the development of our pupils as effective and responsible citizens. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website. The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, September 2022.

Principles

Right to feel safe at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

High Standards of Behaviour: The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

Christian Ethos: Meanwood Church of England Primary School exists to enrich the lives of children through the teachings of Jesus Christ and will enable children to flourish emotionally, physically, spiritually and academically. The Governor's expect the behaviour policy is rooted in Christian values, such as love, compassion and forgiveness and are underpinned by the Bible quote: John 15:12 "My commandment is this: love one another, just as I love you."

Non negotiables: The school behaviour management system reflects the bottom line behaviours that will not be tolerated at any level and should be clearly set out in the Behaviour Policy. Governors expect these expectations to be consistently applied by all staff and understood by children, whilst recognising the varying needs of all pupils.

Inclusivity and Equality: Meanwood C of E Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

Rewards and Sanctions: The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Behaviour Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual child and the Head teacher is expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

Pupil/Parent Conduct: The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

The Use of Reasonable Force or Other Physical Contact: The Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. The Governors expect that staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils. In those cases where particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil behaviour management plans to be drawn up.

Pastoral Care for School Staff Accused of Misconduct: The Governors expect the Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers and other School Staff' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

The Governors expect the Headteacher to include guidance and clarification for staff on their **powers to search** (for banned items), **to use of reasonable force** (make physical contact with children), and **to discipline pupils for misbehaviour or bullying that occurs off-site** (including notifying the police) and is witnessed by a member of staff or reported to school when:

- taking part in school organised or related activity.
- travelling to or from school.
- wearing school uniform or in some other way identifiable as a pupil.
- in some other way identifiable as a pupil at the school.

