Caister
Primary Federation

Behaviour & Relationships Policy

Formally adopted by the Governing Board of:-	Caister Primary Federation
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Chair of Governors:-	Payal Patel
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Behaviour & Relationships Policy

Introduction

Here at Caister Primary Federation we encourage children to *be the best we can be*.

We are committed to creating an environment that is based on a **relational** and **restorative** approach which strives to develop **positive** and **trusting relationships**. Positive relationships together with clear and consistent boundaries help children to feel safe and secure, giving them the ability to flourish, thrive and learn.

A relational approach is one that is based on the belief that children need time to reflect and learn, rather than use punitive responses and consequences which can lead to an unhealthy response, shame and breakdown in healthy relationships. These times to reflect help children to understand the effect their actions have on others and themselves.

Recognising that our emotions are a key aspect to managing behaviour, the aim of the relationship policy is to bring the whole Federation community together to adhere to some basic key principles and practices:

- To provide a safe, comfortable and caring environment where optimum learning takes place;
- To provide a clear guide for children, staff and parents of our expectations ;
- To provide a calm and consistent approach;
- All adults to take responsibility;
- A use of consistent language to promote expectations;
- To use reflective and restorative approaches rather than arbitrary ones;
- We acknowledge that different children have different SEND (*Special Educational Needs & Disability)* needs, including SEMH (*Social, Emotion & Mental Health*), and we support them accordingly.

This policy references the approaches we will use and the research which underpins it.

These include **PACE** (Playfulness, Acceptance, Curiosity and Empathy); **ACES** (Adverse Childhood Experiences), **The Restorative Approach**, **Norfolk Steps** and the work of **Paul Dix**.

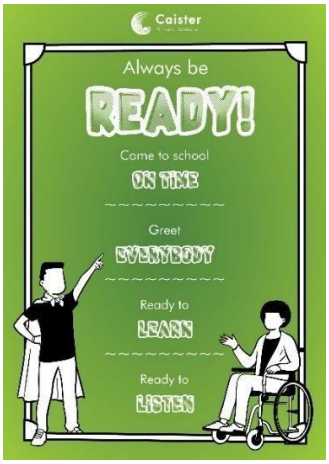
Aims

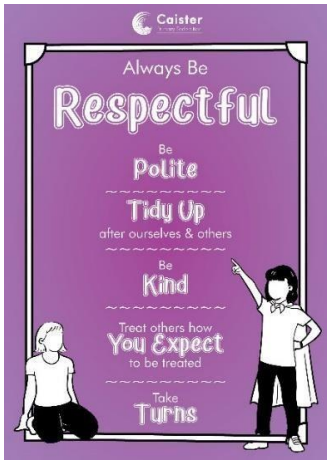
This policy has been developed with the following aims in mind:

- to maintain, encourage and promote optimum behaviour
- to specify what we regard as expected behaviour, taking into account our inclusive approach and the needs of individual pupils
- to offer guidance to staff, governors and families about our expectations, including how we support pupils in managing their own behaviour to create a consistent approach throughout the schools (involving pupils and families)
- to enable staff to act safely and with confidence
- to fulfil the requirements of section 88(2)(a) of the Education and Inspections Act 2006 which requires Governing Bodies to make and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour; and notify them if the Governing Body want the Federation's behaviour policy to include particular measures
- to fulfil the requirements of section 89 of the Education and Inspections Act 2006 which requires the Headteacher, amongst other things, to determine measures to be taken to promote self-discipline and regard for authority; encourage good behaviour and respect for others, preventing all forms of bullying; setting out the standard of behaviour that is acceptable; The Standard of Expected Behaviour (School Expectations)

Expectations

There are three Federation expectations which all children, adults and visitors are expected to adhere to. They are displayed prominently in every area of the schools and reinforced positively at every opportunity. Children are taught what each of these expectations means and how they can follow them in school. We are a vibrant and diverse community, and every member is valued for the contribution they make. Through our thoughts, words and actions, we encourage all in our schools to live out these expectations by living fully and acting justly.





Posters displayed around school site

Expectations of all adults and children

Adults		
Ready	**Respectful**	**Safe**
• Come to school on time • Look and listen to the person talking • To greet the children and colleagues • Be ready to start work promptly	• Greet everyone politely • Thank children at the end of the day/Say goodbye • Pick up after ourselves and others • Do things for others because it feels good • Notice when others have done something for me • Hold doors open • Look after school property • Use good manners • Kind words • Open communication • Use restorative approach • Low level voice	• Move calmly around school and outside • Walk on the left-hand side of school corridors • Ensure you use all apparatus/equipment safely • Adhere to online safety guidance • Be mindful of your personal safety • Report/record **all** restorative and safeguarding concerns using CPOMS(Child Protection Online Management System)/Designated Safeguarding Lead; and all behaviour incidents, including any physical interventions.
Children		
Ready	**Respectful**	**Safe**
• Come to school on time • Show good listening skills • To greet everyone • Be ready to start work promptly • Follow all adult instructions	• Greet everyone politely • Thank adults at the end of the day/say goodbye • Pick up after ourselves and others • Do things for others because it feels good	• Move calmly and safely around school and outside • Walk on the left-hand side of school corridors • Speak to a trusted adult if something is worrying you or something looks or feels unsafe

• Ask for support with learning if needed • Wear the correct uniform • Line up in register order • Show READY straight away when asked	• Notice when others have done something for me • Hold doors open • Look after school property • Use good manners and demonstrate what they are • Kind words • Low level voice throughout the Federation sites	• Adhere to online safety guidance • Ensure you use all apparatus/equipment safely
Parents		
Ready	**Respectful**	**Safe**
• Ensure your child has the correct equipment/uniform required • Ensure your child arrives/ is collected on time	• Greet everyone politely • Low level voice throughout the Federation sites • Treat others as you would expect to be treated • Be respectful of school and all adults within the school environment • Work with the professionals for the best outcomes for their child	• Move calmly around school and outside • Walk on the left-hand side of school corridors • Speak to a trusted adult if something is worrying you or something looks or feels unsafe • Report any safeguarding concerns to the designated safeguarding leads

All Adults

We expect every adult in our school community to:

- Take ownership for the expectations of themselves and the children in their care
- Meet and greet the children in their care
- Use consistent language of 'Ready, Respectful and Safe'
- Model positive behaviour and build relationships
- Be calm and give 'take up time' when using stepped strategies
- Follow up every time: retain ownership and engage in reflective, restorative dialogue with children
- Record all incidents including positives, on CPOMS

- Never walk past or ignore children who are presenting with challenging behaviours.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation; rather they are to stand alongside colleagues to support, guide, model and show a unified consistency for children.

Senior leaders will:

- Welcome all children and families
- Be a visible presence around the school sites, especially during the time of entry and the end of the day.
- Encourage use of relentless and consistent routines, positive notes and phone calls
- Celebrate children and staff whose effort goes above and beyond expectations
- Regularly share good practice
- Support adults in restorative conversations when required
- Ensure adult training needs are identified and targeted
- Support parents where appropriate

RESTORATIVE APPROACH

The Five Principles of Restorative Practice demonstrates:

- An appreciation of individual perspectives
- Promoting mutual understanding through making explicit the links between behaviour, thought and feeling
- A focus on impact, not blaming
- Identifying underlying need
- Accountability and responsibility for self and others

We use this approach alongside the Five Key Questions:

- What happened?
- What were you thinking/feeling?
- Who has been affected and how?
- What do you need so that things could be better?
- What needs to happen to repair some of the harm that could be caused?

This allows us to develop the individual child's understanding without apportioning blame or shame upon the individual.

PACE

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for **Playfulness**, **Acceptance**, **Curiosity** and **Empathy**. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

ACES (Adverse Childhood Experiences)

Adverse Childhood Experiences (ACEs) are "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity." (Young Minds, 2018).

Examples of ACEs:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Living with someone who abused drugs
- Living with someone who abused alcohol
- Exposure to domestic violence
- Living with someone who has gone to prison
- Living with someone with serious mental illness
- Losing a parent through divorce, death or abandonment

Experiencing ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children.

Some of the effects of ACEs on our physical and mental health are:

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence.
- An increase in the risk of mental health problems, such as anxiety, depression, and post-traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs.
- The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Exposure to ACEs can also impact:

- The ability to recognise and manage different emotions.
- The capacity to make and keep healthy friendships and other relationships.
- The ability to manage behaviour in school settings.
- Difficulties coping with emotions safely without causing harm to self or others.

NORFOLK STEPS (See Safe Handling Policy)

SCRIPTS

Scripts will be used throughout the Federation to ensure that all adults are being consistent in the way we address pupils and colleagues. This gives the child clear and consistent boundaries to enable them to understand and regulate without conflict or confusion.

Using scripts allows adults across the Federation to give clear, calm, consistent expectations, knowing that they are providing the best outcomes for all children.

Ready, Respectful and Safe can be applied to a multitude of situations in all areas of school life. These are taught and modelled explicitly, and the language of 'ready, respectful and safe' is used consistently by staff to praise good behaviour publicly and privately. It is also used to remind children of the expectations and modelled by those within the school environment.

We also understand that for some children, following our behaviour expectations is difficult due to their SEND/SEMH needs: in these cases, bespoke positive plans will be provided taking into consideration the child, parent and professionals views.

'Catch and identify what you want to see'

WIT – I wonder, I think and I notice **–** using this language will encourage children to develop the skills of reasoning, conversing with each other and exploration

Positive interaction and recognition is an essential aspect in promoting children's wellbeing. Although part of this can come in the form of physical rewards and prizes, most of it should come from the way in which we support our children's learning and wellbeing through our interactions with them. Rewards are very important, but they should not be used as an incentive to gaining appropriate behaviours. Positive behaviours should stem from a culture where children understand and know what the right thing is to do. That being, rewards as part of our learning systems do have a part to play. As with all aspects of our policy is very important that our systems are consistent across the Federation so that children receive the same message.

Recognition

House points, positive calls/messages or emails home, awarding points using the Class Dojo application or similar, verbal praise, pupil's pupil of the week, pupil of the week/month, puzzle pieces, Headteachers reward

Alternative Rewards Systems

On occasion a child may need alternative rewards, praise or incentives. These should be established as part of a behaviour plan and would normally be for those children identified at the Response Stage of intervention. This may also form part of an alternative curriculum.

Stepped Boundaries

This outlines the steps an adult should take to deal with challenging behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for children which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Reminder	Guidance
Gentle encouragement. A reminder of our simple expectation – Be Ready, Respectful and Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible, and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour, as a result of the reminder.	I noticed that you … (state the noticed behaviour). This is a REMINDER that we need to Be Ready, Respectful and Safe. I would like you to (state wanted behaviour). Thank you for listening. (Give the child 'take up time' of 2 minutes and DO NOT respond.) Example - 'I notice that you're running. Walk, calm and quietly, thank you'.
Warning	**Guidance**
A clear verbal warning delivered privately wherever possible. Learners will be reminded of their good previous good conduct and given guidance so that they can behave in a way that is safe and enables learning to take place.	I notice that you (name behaviour). I wonder if you are feeling (name emotion). How can I help you so that you will be safe/ready to get on with your learning? At Caister Primary Federation, we are Ready, Respectful and Safe. Do you remember yesterday/last week when you... (refer to previous positive behaviour) I know that you can do this/be successful/use kind words. That is who I would like to see today... Thank you for listening." Give appropriate take-up time.

Three or more warnings in a short period must be recorded on CPOMS	When recording CPOMS, remember to: Use ABC (antecedents, behaviour, consequence) to give context. Use bullet points to keep it short. Be factual, rather than judgemental.

Response	Guidance
If, following a warning and support being offered a pupil is still unable to follow the adult instruction, staff will take necessary steps to prioritise and ensure the safety of all pupils, using Norfolk Steps techniques. Individual behaviour plans will be followed. Parents should then be contacted to discuss. This could include the Behaviour Lead/SENDCo. All discussions and actions must be recorded on CPOMS, and plans updated.	Refer to individual risk assessments and behaviour plans for personalised scripts. Remain calm at all times. Ask to swap out with another member of staff if needed.

Reset	Guidance
Give the pupil a few minutes to reset, breathe, look at the situation from a different perspective and compose themselves. It is about the adult and child resetting their relationship and being positive.	There should be **no** conversation at this point other than to say **I'm here when you're ready, just be present in the moment**. It is at this point that children may need to access a quiet space in the classroom or the quiet room.

Repair	Restorative Questions
This is about repairing the relationship between the adult that was involved and the child. This needs to be when both adult and child are emotionally ready- **this may be the next day or even longer than that**. If support is needed then the Behaviour Lead/Pastoral or SENDCo or if deemed necessary SLT can sit alongside. **Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place**.	• What happened? • How were you feeling? • Who has been affected? • How did this make people feel? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Follow Up

Where children do not follow the Federation's expectations or are displaying challenging behaviours our response should be age appropriate and consistent, following the stepped boundaries approach. Any previous positive reinforcements must not be removed in this process. Discussions with children about this will take place outside of lesson times. This will follow the Restorative Approach either verbally or using the given physical resources.

Supporting Children in Crisis

We may at times have children who exhibit crisis and/or challenging behaviours and we recognise why these behaviours may occur. In this situation our priority is to always ensure that the child is safe and others around them are safe. It is important that we reduce the verbal interactions when a child is in crisis; a child will not be in the right place to have a conversation or be able to explain what has happened at this time. We will **not** have any negative conversations or relay the incident to other adults in front of the child. It is also important that we respond to the child's need at the point of crisis and if the child requires a change of adult then we will ask for help by saying I need to step out. This may also be the case if an adult is finding the situation tricky. A member of staff witnessing a child in crisis should ask 'Are you OK?' and direct the question to the adult. They will then need to respond with either 'Yes, I'm fine' or 'I need to step out.' If another adult feels that the situation needs a change of face they need to say 'I'll step in.' A child in crisis may require support from the Behaviour Lead/ Pastoral team/Emotionally Available Adult (EAA) who they have a positive relationship with and may need time away from class in the quiet room. Further interventions, bespoke plans may then be required, which will be planned with support from the Behaviour Lead, SENCO, Pastoral Team or other significant available adult, taking into consideration the parents views/concerns also.

Occasional challenges

Some children may exhibit characteristics in an extreme way which is out of character for them. These children may be expedited through our system of Stepped Boundaries in order to be dealt with more quickly. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that **all** adults **can** and **should** deal with this.

Extreme Behaviours

Some children exhibit particular challenges based on adverse childhood experiences (ACES) and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions, some of these children will already have been identified as having a social, emotional, mental health need. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke de-escalation plans that detail additional support, strategies and expectations. It is the responsibility of all adults working with the child to make themselves aware of the content of the plan to ensure consistency.

These behaviours may include:

- violence (i.e. physical contact made with the intention to harm)
- defiance / rudeness towards any adult
- persistent taunting, teasing and bullying behaviour,
- stealing
- spitting
- swearing

Exclusion

Suspension

Our commitment to inclusive practice and supporting pupils as individuals means that using the stepped approach is almost always sufficient to support our pupils, without risking harm to either themselves or another member of the Federation's community.

However, because we have a responsibility to keep all members of the Federation community safe and to ensure that the learning of our pupils is not disrupted, there will be, in a minority of cases, a requirement to employ one of the following strategies.

In rare cases, it may be necessary to temporarily suspend a pupil for a fixed period of time (subject to a limit of 45 days in any one school year) either internally or externally. On return, there will be a return to school meeting with the child and parent/carer, to ensure that appropriate planning is in place to enable the pupil to follow behaviour expectations.

A suspension may be appropriate in response to a very serious breach of the school rules; or where allowing the pupil to remain in class/school would seriously harm the education and welfare of the pupil or others in the school.

Permanent Exclusion

Only ever in an extreme situation could a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local education authority procedures will be followed.

When we take time, effort and goodwill to repair and rebuild relationships *with* our pupils, and *between* our pupils we re-engage hope, relational goodwill and trust. Above all it affirms that fundamental humanity that is at the heart of our profession.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies, a copy of which is available from the school on request.

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found in the possession of an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
    i. to commit an offence,
    ii. to cause personal injury to, or damage to the property of, any person (including the pupil).

Pupil conduct and misbehaviour outside school premises

The law allows teachers have a statutory power to hold students accountable for their actions off school premises. Section 90 of the Education and Inspections Act 2006 give headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the Federation's Behaviour and Relationship Policy and procedures, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school(s); or
- wearing school uniform; or
- in some other way identifiable as a pupil at the school(s).
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school(s); or poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school(s).

Out of school behaviour

The school(s) is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school(s), educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school(s);
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- reassurance to members of the public about school(s) care and control over pupils to protect the reputation of the school(s);
- protection for individual staff and pupils from harmful conduct by pupils of the school(s) when not on the school site.

The same behaviour expectations for pupils on the school(s) premises apply to off-site behaviour.

Use of Physical Intervention at Caister Primary Federation Schools

There are regular occasions when staff will have cause to have physical contact with pupils and this is an important part of school life, for example:

- to comfort a pupil in distress or congratulate or praise a pupil (supportive 'school' hug, high-five etc);

- to guide or steer a pupil (offering an arm or open mitten guiding);
- for curricular reasons (for example in PE or drama to correct arm or hand positioning);
- to administer First aid and medical treatment; or
- intimate care, where agreed between school and the pupil's family.

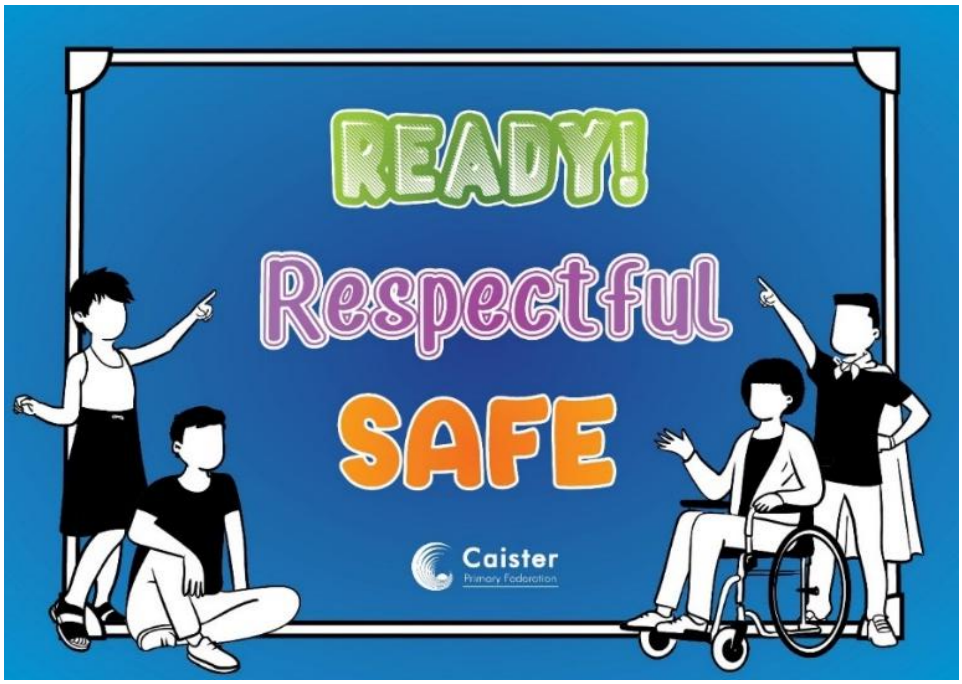
We understand that the relationships we have with our pupils are transient and that it is important for pupils to distinguish between the relationships they have with their parents/carers and the professional relationships enjoyed with school staff. Physical contact between pupils and school staff should never feel intimate and school staff will avoid any intimate acts (e.g. lengthy eye contact; intimate body parts touching in a cuddle). Staff will ensure that pupils are comfortable with any physical contact by explaining what they are going to do in the case of administering first aid or correcting arm or hand positioning for example. Staff never praise a pupil with physical contact who finds it uncomfortable.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to keep children and adults safe. This is only ever done as a last resort, and follows **Norfolk Steps** principles for 'reasonable, proportionate and necessary'.

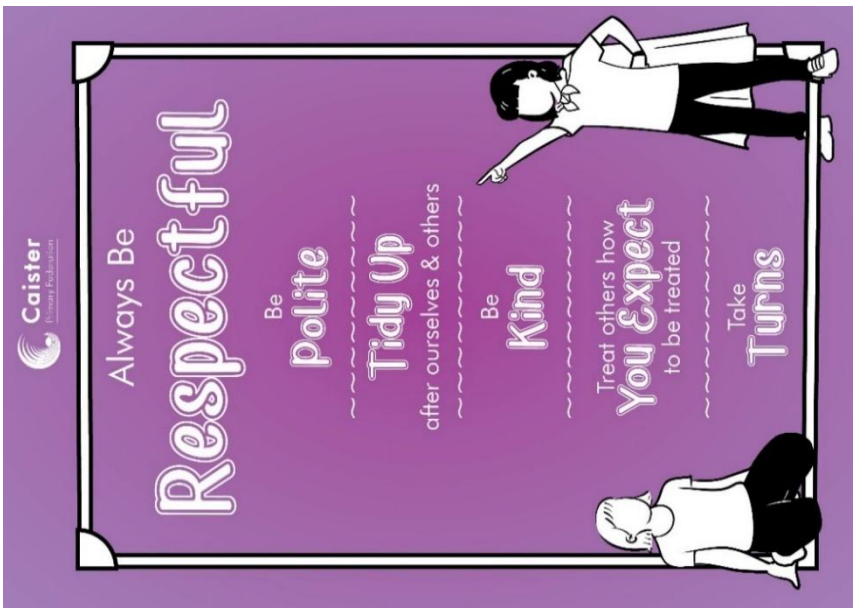
Please see the document: Safe Handling Policy

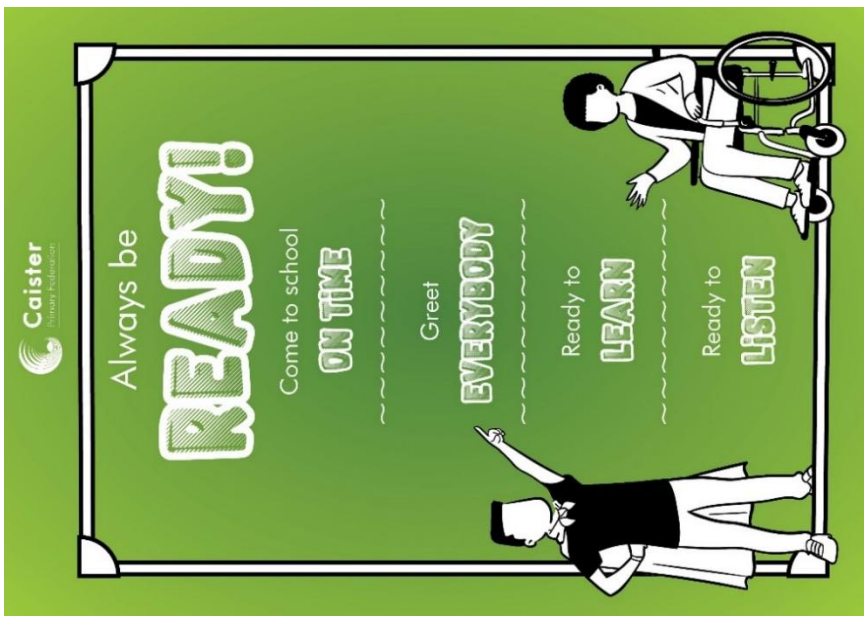
This Behaviour & Relationship policy follows the Paul Dix approach, a Restorative Approach which thrives on building healthy, understanding relationships. A clear understanding of **ACES** and how children can/are affected by trauma and the **PACE** approach.

This policy is a new approach to managing relationships/behaviour management in school and should be reviewed and adapted termly to ensure it is meeting the needs intended.



Posters displayed around school





Appendix 1 – Table of changes

Date of change	Paragraphs affected	Summary of update
10/10/2025	Cover	Updated Chair of Governors information and Review Date