



Relationship and Behaviour Policy

Approved by the Governing Body

Spring 2025

1. Introduction and Principles

At Larkfields Infant School, we aim to understand what a pupil might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need. We see pupils as separate from the behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the pupil and their behaviour. Whilst the majority of pupils will thrive when our whole school approach to behaviour is applied, we recognise that some of our pupils will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available dependent on an individual's level of need.

Principle One:

Building relationships, empathy and a feeling of safety take precedence over other means of discipline.

Principle Two:

Discipline represents an opportunity to teach and nurture

When pupils exhibit challenging behaviours, we seek to understand and to co-regulate.

- What was the function of (i.e. the reason behind) the behaviour?
- What lesson do I want to teach at this moment?
- How can I best teach this lesson?

Principle Three:

The pupil is separate from their behaviour. It is the behaviour that is not acceptable; the child is always accepted.

Principle Four:

Routines help people to feel safe, but some pupils need adaptations within an overall structure.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Through strong relationships, we create a happy school where children feel secure and valued.

The positive attitudes we develop are:

- respect for oneself and others
- an awareness of socially acceptable/appropriate behaviours
- self-esteem, self-motivation and self-discipline
- co-operation and collaboration
- independence
- a positive approach to life
- honesty
- resilience

We can help children to develop positive attitudes by:

- being positive and providing good role models
- being consistent
- giving praise and encouragement
- applying rules fairly and firmly
- treating each child as an individual and respecting his/her contributions
- valuing cultures
- educating them to accept differences and disabilities
- working with parents
- never discussing a child within his/her hearing or in front of other children
- helping each child to take responsibility for the outcome of his/her behaviour
- demonstrating how to be a 'Larkfields STAR'

2. Aims

2.1 This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how children are expected to behave
- Summarise the roles and responsibilities of different people in the school with regards to behaviour management
- Outline our system to support behaviour

3. Roles and Responsibilities for supporting behaviour

3.1 It is the responsibility of school staff to:

- Ensure that the school behaviour policy is implemented consistently in the classroom and around school
- Act as a role model for pupils; modelling positive behaviour at all times in and around school, having high expectations of themselves and all pupils
- Create a safe, nurturing environment built on mutual respect and strong relationships

- Treat all children equally and fairly ensuring they have regular opportunities to develop an understanding of their rights and responsibilities
- Explicitly teach the expected behaviours
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Recognise that some pupils may need a more sensitive and differentiated approach and make reasonable adjustments
- Record behaviour incidents, seeking the support of the Senior Leadership Team where necessary
- Actively cultivate strong relationships with all children
- Report to parents any concerns regarding the behaviour or welfare (if appropriate) of a child

3.2 It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to

- Set the standards of behaviour
- Determine the school rules and any disciplinary penalties for breaking them
- Implement the school behaviour policy consistently throughout the school
- Ensure that the school environment encourages and promotes positive behaviour and that staff deal effectively with unacceptable or inappropriate behaviour
- Support staff in the implementation of the policy
- Monitor the effectiveness of the policy and provide feedback to staff
- Report any fixed term or permanent suspensions to the Local Authority
- Report to governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school

3.3 It is the responsibility of parents/carers to:

- Ensure that their child behaves in line with the school's STAR rules
- Work collaboratively with staff to ensure that children receive consistent messages about how to behave at home and in school
- Support the actions of the school when reasonable sanctions have been employed to discipline a child
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

3.4 It is the responsibility of the governors to:

- Review and approve the school's approach to positive behaviour
- Support the Head Teacher in its implementation
- Advise the Head Teacher about particular disciplinary issues

4. STAR Rules (Values)

4.1 The school has four simple rules that all children are expected to follow. These make up the STAR rules:

- **Safe** – we act safely at all times in order to keep ourselves and others safe
- **Team Player** - we work together as part of a team in order to solve problems more effectively and efficiently, developing the skills of co-operation, collaboration and negotiation.
- **Active Learner** - we join in all aspects of our learning, participating in the classroom, listening to others and giving everything a try. This helps to develop independence and resilience.
- **Respect** – we show respect for everyone and everything, recognising that everyone adds value to our school .
- **Complying with these school rules makes a child a ‘Larkfields’ Star’**

5. Our Systems

We understand that a quiet word of personal praise can be just as effective as a larger, more public reward

5.1 Rewards

- It is the aim of the school to promote a positive ethos in which all children feel safe and valued. All staff will praise children who are ‘caught doing what is expected’ either verbally or using visual cues.
- Special achievement is celebrated each week during Friday’s Celebration Assembly where the children are recognised and rewarded for being a Larkfields STAR.
- Children receive stickers for demonstrating the STAR values and they can achieve bronze, silver, gold, diamond and head teacher certificates.
- All staff will be alert to on-going efforts of children round the school and enforce good behaviour with praise.
- The class teacher may reward children in other ways.

5.2 Stages of behaviour

The following steps are for classroom behaviour:

Stage 1 - Redirection

Positive reinforcement of other children around them “X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include

- a ‘look’
- a visual point to what you expect.

Stage 2 - Reminder

A reminder of the expectations delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing- several reminders may be given.

Stage 3 - Warning

If the behaviour persists:

A clear verbal caution delivered privately to the learner making them aware of their behaviour and why the behaviour is not meeting our expectations. A sanction will then be used.

Stage 4 - Consequence

If the behaviour still persists:

- The child is asked to speak to the teacher away from the others.
- Boundaries are reset
- the child is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.

Occasionally, a child will be sent to the Head Teacher or senior member of staff. The child's parent / carer will be informed if the last step has been carried out and if the behaviour persists a meeting will be arranged between the class teacher and parent/carer. The Head Teacher and Senior Leader will be kept informed and it may be felt necessary to implement an independent behaviour plan.

Possible sanctions

- Time out within the class
- Time in a partner class
- Minutes taken from playtime
- Sent to Head Teacher
- Internal Isolation
- Fixed Term Suspension

Stage 5 – Repair

Once the child is regulated and the adults feel that they are ready, the child will take part in a restorative conversation around the behaviours and choices made. They will be asked to reflect upon their behaviour and supported in considering alternative ways the situation could have been dealt with. This will either be verbal or by using visual restorative conversation boards.

5.3 If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

5.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the anti-bullying policy.

6. The Use of Reasonable Physical Intervention.

6.1 All members of school staff have a duty of care to prevent serious harm. Where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principal of using minimum force).

6.2 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to themselves or others. The actions that we take are in line with government guidelines. When reasonable force has been used these incidents are recorded and parents are informed. [Use of reasonable force in schools - GOV.UK](#)

6.3 The school has a number of staff that are trained in the use of CRB (Coping with Risky Behaviour) and Team TEACH techniques. It is the responsibility of the Head Teacher to review staff training needs.

6.4 The use of reasonable force should be a last resort and should not be used as a form of punishment.

7. Malicious Allegations

7.1 Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy and the Keeping Children Safe in Education government document when dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

7.2 The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

8. Fixed-term and Permanent Suspensions

8.1 Only the Head Teacher (or the acting Head Teacher) has the power to suspend a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It

is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

8.2 If the Head Teacher suspends a pupil, they must inform the parents immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The Head Teacher must inform the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

8.4 The governing body itself cannot either suspend a pupil or extend the suspension period made by the Head Teacher.

8.5 When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

8.6 If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Formal procedures as set out in '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Sept 2023](#) [School suspensions and permanent exclusions - GOV.UK](#)

9. Monitoring

9.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, incidents and trends. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school maintains accurate records using standard records of incidents of misbehaviour. The Head Teacher monitors the behaviour incidents in order to identify issues or trends. These will include children whose names appear frequently.

9.3 The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

10. Review

10.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Restorative Conversation

- A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague.
- The meeting is to discuss the behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson.
- 5 simple steps can be followed:
 1. What's happened?
 2. What were your choices at the time?
 3. Who else was affected by your behaviour?
 4. What have you thought since?
 5. How can we make this right now?

