



Shawfield Primary School

Relationships and Behaviour Policy

Written: September 2024

Reviewed: October 2025

Next Review: October 2026

Relationships and Behaviour Policy

At Shawfield Primary School, our Relationships and Behaviour Policy promotes a positive, inclusive, and supportive environment where every child feels safe, respected, and valued. Guided by our core values of Respect, Resilience, Aspiration, and Trust, we aim to foster personal development, academic achievement, and social responsibility.

As humans, we are hard wired to want to connect and to belong.

Restorative Practice believes we need to be explicit in how we build these connections.

Explicitly, we need to create a sense of belonging and increase social and relational capital as well as repair harm and restore relationships when things go wrong.

Mark Finnis (2020)

The key aims of our Relationships and Behaviour Policy are:

Promote Respect

To encourage all members of the school community to show respect for themselves, others, and their surroundings. We aim to nurture an environment where diversity is celebrated, and everyone's views and rights are understood.

Foster Resilience

To develop resilience in our children by helping them face challenges with confidence and perseverance. We aim to create a safe space where children can learn from mistakes, manage emotions, and overcome setbacks with the support of staff and peers.

Inspire Aspiration

To motivate children to aim high and achieve their full potential in all areas of life—academically, socially, and personally. We seek to inspire a love of learning, a sense of purpose, and the confidence to pursue their dreams.

Build Trust

To establish a culture of trust between children, staff, and the wider community. We aim to ensure that children understand the importance of honesty, reliability, and accountability, helping them to build positive relationships based on trust and mutual support.

Ensure Consistency and Fairness

To implement clear, consistent, and fair behavioural expectations and consequences that support positive choices. We aim to ensure that all children understand school expectations and feel supported in making responsible decisions.

Promote a Positive Learning Environment

To create and maintain a calm, safe, and nurturing environment conducive to learning. We aim to ensure that the behaviour policy supports effective teaching and learning, allowing every child to succeed.

Encourage Personal Responsibility

To help children develop a strong sense of responsibility for their own behaviour and actions. We encourage self-discipline, self-awareness, and reflection, fostering a sense of ownership over their contributions to the school community.

By upholding these aims, we are committed to creating a learning environment where everyone thrives and feels part of a caring and respectful school community.

In writing this policy, it is acknowledged that reasonable adjustments will be made, where possible, for children with Special Educational Needs and/or Disabilities.

The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix A)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Approving this policy

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Full Governing Body (FGB)
- Giving due consideration to the school's statement of behaviour principles (Appendix A)
- 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 children
- 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 children 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 all staff, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to children and their families the support they need when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for all children
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- 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 children to meet the school's expectations of the Shawfield Way
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce 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 misbehaviour (for example, attending reviews of specific interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst 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. Parents and carers are expected to support the school in upholding the school rules. On admission to school, all children and parents are expected to sign the school's Home School Agreement. Parents who fail to support their child appropriately may be asked to sign a Parenting Contract. In extreme cases, the school may apply to the Magistrates Court for a Parenting Order.

Children

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school the principles of 'The Shawfield Way'
- The school's key rules and routines of Ready, Safe and Respectful
- The rewards they can earn for meeting the behaviour expectations, and the logical consequences they will face if they don't meet expectations
- The pastoral support that is available to them to help them meet the behaviour expectations
- Children will be supported to meet the behaviour expectations and will be provided with repeated induction sessions wherever appropriate.
- Children will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for children who transfer to Shawfield through a mid-year admissions process.

Our policy takes into account the following legislation and principles outlined in the following statutory guidance

[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 2024](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

Use of reasonable force in schools

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

The Shawfield Way

At Shawfield Primary School we are committed to every member of our school community and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour Policy is designed to support the way in which all school members can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

Our approach to behaviour is represented in our school values 'Resilience, Respect, Aspiration and Trust.' We always prioritise the safety of children and staff. Everything we do is underpinned by our safeguarding procedures.

The Shawfield Way identifies key routines and behaviours expected at school and follow the principles of Ready, Safe and Respectful. Children help to co-create and manage expectations in the classroom and around the school.

Strong relationships between children and staff are vital. We are proud to teach our children to build and maintain relationships. This is achieved through planned opportunities for children and staff to connect. When things go wrong, which they sometimes do, we have forgiveness at the heart of all that we do. Restorative practice is a term used to describe a way to maintain healthy relationships, resolving difficulties and repairing harm when relationships break down. We use structured conversations to support this.

Restorative approaches and practices provide the foundation to **build, maintain** and **repair** relationships positively with the whole school community.

The key benefits to this approach are:

- A safer, more caring environment
- Positive relationships between children and staff
- A stronger, more effective teaching and learning environment
- Greater emphasis on responses on inappropriate behaviour that seeks to reconnect and not disconnect young people.
- Emotionally literate children who can express their feelings and show empathy towards the feelings of others

As part of this process children are taught about the Zones of Regulation where children look at their feelings through the use of colours. Children are taught how to identify which zone they are in and how they can help themselves to move to a calmer colour. We talk to children about strategies in their toolbox that can help them.

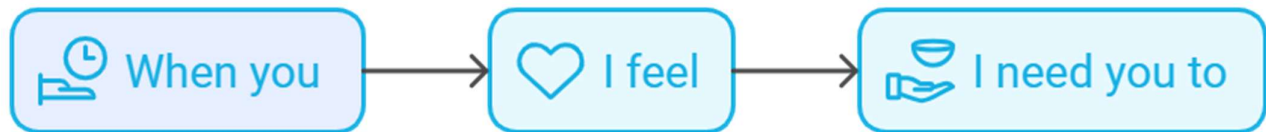
Responding to positive behaviour

Positive relationships are at the heart of our school.

- Spot children being good
- Notice and highlight children who model positive behaviour
- Use personal and positive praise
- Listen
- Use restore and repair conversations
- Verbal reminders linked to our school values
- High Five
- Thumbs Up!
- Whole class rewards
- Stickers
- Postcards Home
- Positive Telephone Calls
- Non-verbal reminders
- Check in Circles
- Certificates linked to our School Values
- Green and Gold cards

Our general approach to mistakes and incidents

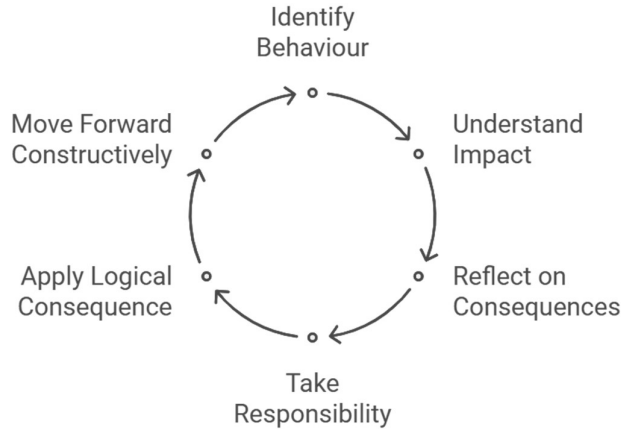
Adults will frame language using affective statements:



Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. Where possible, a logical consequence is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used. At our school the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

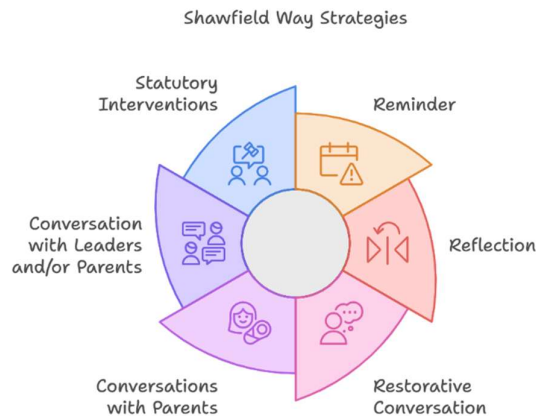
When things go wrong – logical consequences

Restorative Approaches in School



Our school believes in the power of restorative approaches. Such approaches do not shy away from using consequences, such as loss of privileges where logical, they focus on the need to take responsibility for taking a constructive way forward for all concerned. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves but also consider the impact on their actions of others. Using this approach, children have the opportunity to reflect on what's happening and the impact this may have had on others.

Professional judgement is required to ensure logical consequences matches the behaviour displayed. Appendix B shows the possible support strategies that staff may consider to better understand possible barriers.



Ways to record incidents

Where incidents are persistent, involve interaction with school leaders, parents or external professionals' logs of this behaviour will be collected and reviewed via our electronic recording system CPOMS. In addition, where staff are working to unpick possible barriers to behaviour ABC sheets maybe used for individual children

Anti Bullying

Shawfield Primary School is determined that all children should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti-bullying can be found in the Anti Bullying Policy. The school is aware of the pressures and dangers that may present through new technology and our Anti-Bullying and E-Safety policies make explicit how we will educate and protect our children. Children who are involved in any form of bullying behaviour will be subject to logical

consequence outline in the school's procedures.

Behaviour Out of School

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school.

Children's behaviour will be challenged if it brings the school into disrepute or has repercussions for the orderly running of the school. Shawfield Primary School cannot be responsible for children's behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to include Shawfield Primary School children.

Children requiring Additional Support

Shawfield Primary School recognises that some children may be vulnerable and require additional support in order to meet the expectations of behaviour of the school. Children are identified by any member of staff as we are all responsible for the welfare of the children.

Children who require additional support may be:

- Offered support from their class teacher, Pastoral Care Lead and SENDCO and be regularly monitored.
- We also have ELSA Teaching assistants who can also provide support in some cases.
These may be recorded on an Individual Behaviour Plan
- Seek support from external professionals such as (Specialist Teacher for Inclusive Practice, Freemantles Outreach, Wey Valley College outreach)
- Referred for a multi-agency assessment
- Referred to alternative education provision
- Use of a Proactive Behaviour Plan and risk assessment

The school will regularly review all children who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (eg CAMHS, Social Care).

Reasonable Force

Shawfield Primary School aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a children in order to guide or reassure. We are alert to children whose personal circumstances may make even this inappropriate. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child out of a classroom.

Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Schools can use reasonable force to:

- prevent a child behaving in a way that disrupts a school event or a school trip or visit which endangers the individual or comprises the safety of the group or adults;
- prevent a child leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

In accordance with the Education and Skills Act 2006 any member of staff may on occasion need to control or

in extreme circumstances restrain a child in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents/carers informed. If a child requires restraint parent/carer's will always be informed, wherever possible on same the day, and a full debrief of children and staff involved held.

As a mainstream school we proactively train our staff in positive behaviour support techniques, designed to reduce anxiety and challenging behaviour. We do not routinely train our staff in restrictive physical interventions but will organise such training if a child's Individual Behaviour Plan indicates this may be necessary. (For more information see DofE Guidance July 2013) and will seek advice from the Local Authority Guidance - 'Touch and the use of physical intervention when working with children and young people'

Confiscation and Disposal

Staff at Shawfield Primary School have the power to confiscate any item which is illegal or banned from school. In most circumstances staff will confiscate items which are banned from school and return them to children at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply.

Illegal items (weapons or substances) will be handed to the Police.

Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of. High value items (£20+) e.g. mobile telephones, smart watches etc., which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. All allegations must be reported to the Headteacher in the first instance. However, if the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential.

In the event of an allegation proving unfounded or malicious the matter will be referred to the Governing Body for action. Staff are advised to familiarise themselves with the school's 'Staff Behaviour policy' in order to minimise the risk of allegations being made.

Suspensions or Exclusions

Shawfield Primary School is committed to using suspension or exclusion as an absolute last resort after all other sanctions have been exhausted. Permanent exclusion is extremely rare. The school seeks to use Fixed Period Suspension extremely rarely believing that rewarding poor behaviour with a 'day off' is counterproductive. Where a suspension or exclusion is used the school conforms to the Local Authority and DfE Guidance.

If children are excluded for a period of less than 5 days the school will provide work – it is the parent/carer’s responsibility to ensure the child completes the work and returns it to the school for marking (NB parents/carers can be fined if children are found in a public place during a suspension).

In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision. Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil’s successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process. Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school will work with other local schools to facilitate ‘Managed Moves’ or a referral to alternative provision which may make permanent exclusion unnecessary.

Appendix A

Our School Values are...



Positive relationships are at the heart of our school

How we support positive behaviours

High Five	Thumbs Up!	Whole class rewards
Listen	Use restore and repair conversations	Verbal reminders linked to our school values
Non-verbal reminders	Individual Proactive Plan	Check in Circles
Spot children being good	Notice and highlight children who model positive behaviour	Use personal and positive praise
Stickers	Postcards Home	Positive Telephone Calls

When things go wrong

Our school believes in the power of restorative approaches. Such approaches do not shy away from using consequences, such as loss of privileges where logical, they focus on the need to take responsibility for taking a constructive way forward for all concerned. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves but also consider the impact on their actions of others. Using this approach, children have the opportunity to reflect on what's happening and the impact this may have had on others. **Where possible a logical consequence is used.**

What happened?	Who has been affected by this?	What needs to happen now?
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Adults frame the language we use

When you...	I feel...	I need you to...
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Agreed School Strategies

Reminder	Reflection	Restorative Conversation	Conversations with parents	Conversations with Leaders and/or External Professionals	Statutory Interventions
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Classroom Management			CPOMS		
Reminder	Reflection (may take place in break/lunchtime)	Restorative Conversation (may take place in break/lunchtime)	Conversations with parents	Conversation with Leaders and/or External Professionals	Statutory Interventions
Not following the Shawfield Way!			Persistent Disruptive Behaviour Physical Aggression Consistent refusal to engage in learning Damage to school property Sexualised Comments	Climbing Fences Climbing furniture and bookcases Persistent physical aggression Bullying – online or in person Racist Remarks Sexualised Behaviour	Assaulting another pupil Assaulting a member of staff Verbal abuse and/or threatening behaviour against a pupil or adult Use, or threat of use, of an offensive weapon. Repeated bullying that has not stopped following intervention Repeated racist abuse Persistent/repeated or serious abuse against sexual orientation Abuse relating to disability Serious damage to school property that impacts the learning of others.
Supportive Strategies for Behaviour					
Social discipline window Boxall Profile ELSA referral Consideration for SEND Support Individual Provision Map Surrey Mindworks Referral Sticker Charts?			ABC record on CPOMS To support Restorative Conversation Use of the Brook Traffic Light Tool	Proactive Behaviour Plan and risk assessment Referral to Specialist Teacher Team Specific consideration around SEND need Exploration of Alternative Provision	Assessment Consultation Therapy (ACT -Surrey) Suspension Permanent Exclusion