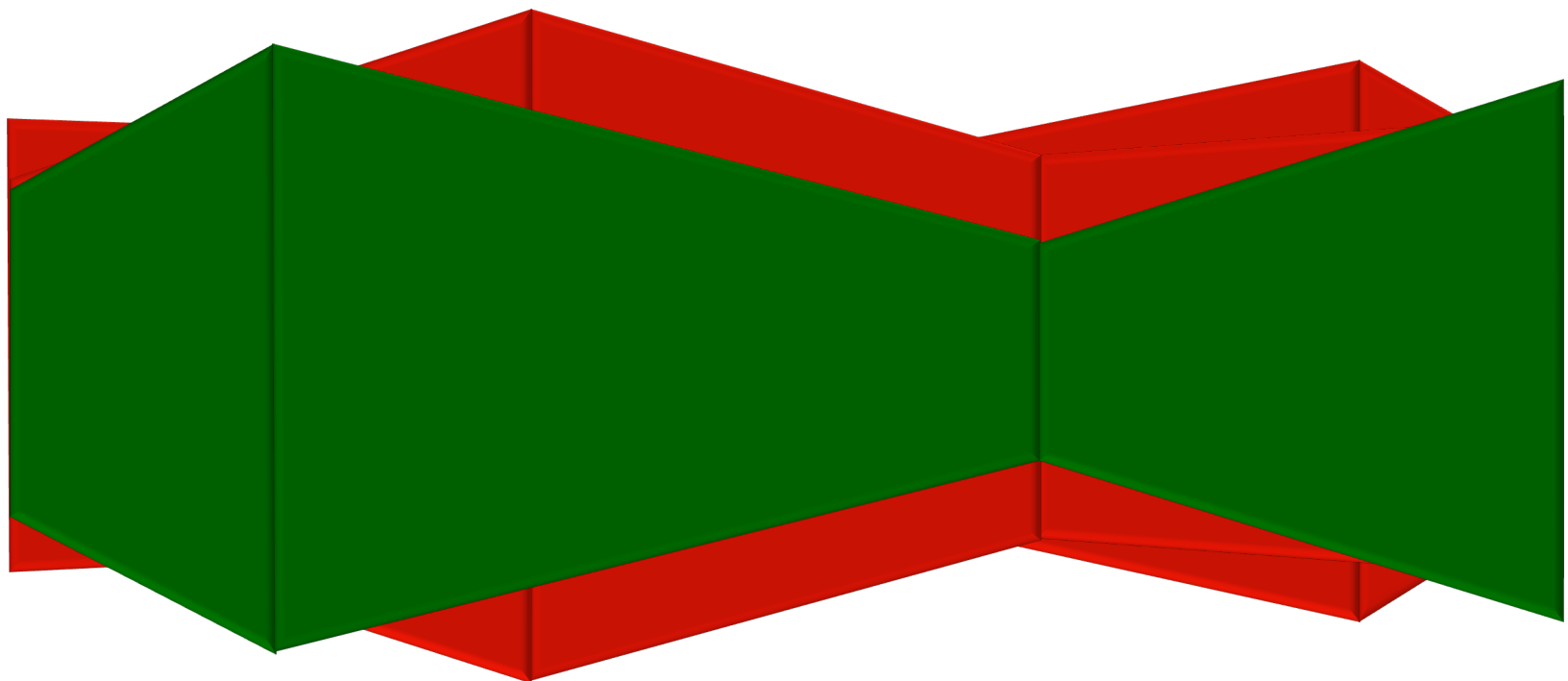


Relationships and Behaviour Policy & Principles 2025-26

Review Date	July 2025	Reviewed and adopted by	Governing Body
Next Review Due	July 2026	Updated by	



Promoting Positive Behaviour through Mutual Respect and Relationships

At Chellaston Infant and Junior Schools, we are committed to fostering an environment rooted in mutual respect and positive relationships. Our philosophy actively promotes good behaviour by aiming to “accentuate the positive and eliminate the negatives.”

The Governing Body of Chellaston Infant and Junior Schools believes strongly that every member of our school community has the right to learn and thrive in a safe, secure, and orderly environment. We value the strong relationships that exist throughout the school, recognising that mutual respect underpins positive behaviour.

We acknowledge that the development of strong, trusting relationships between staff and pupils is essential. The approach and actions of adults in school are central to promoting and modelling a positive behaviour culture. We ask all adults to reflect on the following quote, which guides our shared approach:

I have come to a conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised.

— Haim Ginott, *Teacher and Child* (1972)

We hold high expectations for all members of our community and actively promote the equal value and dignity of all individuals, regardless of race, gender, age, sexuality, religion, or disability.

This policy is rooted in our belief in the value and potential of every individual and their right to succeed.

Our Aims:

- Provide a positive, happy, and safe environment where children grow into caring, responsible citizens
- Work in close partnership with parents and carers
- Promote a positive self-image built on respect for others
- Deliver a broad, balanced curriculum fostering spiritual, moral, physical, social, and intellectual development, as well as environmental awareness
- Promote regular attendance and punctuality

Our School Rules

We have three simple, clear expectations that are used and reinforced throughout the school:

Kind – Ready – Safe

These expectations are displayed in all classrooms and around the school. All members of the school community are responsible for promoting these values in every interaction.

The Role of Adults in School

- Build relationships and model positive behaviour
- Plan and implement consistent routines for behaviour and transitions
- Demonstrate and reinforce the school's values and expectations
- Use 'meet and greet', positive non-verbal communication, and regular 'check-in' and 'check-out' moments
- Refer consistently to our school rules: *Kind, Ready, Safe*
- Plan engaging lessons that promote social and emotional development
- Use positive language and actions to manage behaviour
- Allow time and space for pupils to respond to instructions ('take up time')
- Apply the PIP & RIP strategy (Praise in Public, Reprimand in Private)
- Follow up every incident and maintain professional ownership
- Never ignore misbehaviour
- Celebrate and reward positive behaviour and attendance
- Record all sanctions using the school's behaviour monitoring system
- Use personalised strategies and support plans for children who need additional help with behaviour

The Role of Children

- Know and follow the school rules at all times
- Understand what good behaviour looks like
- Show care and respect for themselves, others, and their school
- Recognise and celebrate their own successes
- Value friendship and positive relationships
- Know they can seek help from trusted adults, including the pastoral team

The Role of Parents and Carers

- Celebrate their child's achievements and engage in school life
- Work with the school to model and support positive behaviour
- Communicate any behavioural concerns with the class teacher
- Inform the school of any changes that may affect their child's behaviour
- Ensure punctual arrival and collection from school
- Ensure their child is prepared for the school day
- Attend parents' evenings, sign the home/school agreement, and use the Reading Diary as appropriate

Rewards

We actively recognise and reward pupils who go above and beyond expectations. Each class uses a **Recognition Board** to display and celebrate good behaviour.

Examples of rewards include:

- Verbal praise (“I’ve noticed...”)
- Stickers and wristbands
- Class Dojo points
- Weekly postcards home
- Phone calls or face-to-face praise with parents
- Champion/Star of the Week
- Special visits (e.g., ‘Snake Visit’)
- Golden Table at lunch
- Early lunchtime passes
- Time with teacher/TA
- Headteacher awards
- Hot Chocolate Friday / Afternoon Tea

Consequences

When behaviour falls below expectations, staff respond consistently, calmly, and proportionately, with the aim of restoring a calm environment and preventing recurrence.

Key principles:

- De-escalation strategies are prioritised
- Context and contributing factors are considered
- Support is offered alongside consequences
- Behaviour incidents are recorded on the school’s behaviour system

Behaviour Response Steps:

1. **Reminder** (private, referring to ‘Kind, Ready, Safe’)
2. **Caution** (verbal, using PIP & RIP and scripted language)
3. **Last Chance Caution** (final warning using consistent script)
4. **Reset Time (EYFS/KS1) / Time Out (KS2)** – used to reflect and reset; may occur in a partner class or during break
5. **Restorative Discussion** – essential reintegration meeting using school’s scripted conversation to repair trust

Persistent issues are escalated to SLT, with support plans and parent involvement as needed. Behaviour sanctions are monitored half-termly by the behaviour lead.

SLT and Headteacher Involvement

- **SLT:** For continued disruption or serious behaviour concerns. SLT leads reparation meeting, notifies parents, and records actions.
- **Headteacher:** For serious incidents, including aggression or abuse. Follows up with parents and logs intervention. In extreme or persistent cases, internal exclusion may be applied.

All serious incidents, particularly physical ones, are recorded and monitored.

Physical Intervention

In line with DfE guidance:

- Used only when necessary to prevent harm or serious disruption
- Must be proportionate, respectful, and recorded
- Parents are always informed

Suspension and Exclusion

Suspensions or exclusions are considered only when other strategies have failed or in response to serious incidents. Types include:

- **Internal Suspension** – removed from class but on-site
- **External Suspension (Partner School)** – educated off-site with known staff
- **Suspension** – pupil stays at home under parental supervision
- **Permanent Exclusion** – pupil is formally removed from school

Exclusion is considered for serious breaches such as:

- Physical/verbal abuse
- Persistent disruption
- Malicious behaviour
- Threats or violence
- Discriminatory behaviour relating to protected characteristics

Bullying

Bullying is defined as behaviour that is:

- Repeated
- Intentional
- Hurts another individual or group physically or emotionally

We use the acronym **STOP**: *Several Times On Purpose*

All incidents are investigated using restorative approaches, documented, and followed up by senior leaders.

Playtimes and Lunchtimes

Play is an important part of our behaviour culture. Trained Play Team members promote fairness and positivity. All concerns are followed up and recorded as needed.

Supporting Staff and Pupils

We are a community that supports each other. Staff are encouraged to collaborate in managing behaviour. Pupils are supported through:

- Behaviour targets and personalised plans
- Relationship Support Plans
- Involvement from external agencies, where appropriate

Equal Opportunities

We are committed to helping every child reach their full potential, regardless of race, gender, background, or ability. Inclusion and fairness are at the heart of our behaviour policy.

This policy should be read in conjunction with:

Behaviour Policy on a Page

Anti-bullying Policy

Equalities Policy]

Suspensions and Exclusions Policy

SEND Policy

Home School Agreement

Mobile Phone Policy

Play Policy

Safeguarding and Child Protection Policy

Physical Intervention Policy