

SINGLETON C.E. PRIMARY SCHOOL

Nurturing Individuals to flourish and grow together, rooted by God's love.



Brilliant Behaviour and Relationships Policy

Behaviour Principles

Our behaviour expectations are built around the **3 Rs**. These principles apply to everyone in our school community — children, staff, and visitors — and are reinforced consistently across the school.

Respectful

- We treat everyone with kindness, courtesy, and fairness.
- We listen carefully to others and value their views.
- We look after our school environment and shared resources.

Responsible

- We take ownership of our words, actions, and behaviour.
- We make choices that keep ourselves and others safe.
- We support one another and contribute positively to school life.

Ready to Learn

- We arrive on time, prepared, and willing to take part.
- We try our best, even when things are challenging.
- We show focus, resilience, and pride in our learning.

These principles guide how we behave, learn, and work together. They are the foundation for our restorative approach, helping us to build strong relationships, resolve difficulties fairly, and create a safe, happy, and successful school community.

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1. 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- 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 should publish their behaviour policy online

2. Our Ethos

We believe that children learn to behave when adults in school CONSISTENTLY:

- Teach and praise positive behaviours
- Model positive behaviours and communication
- Take time to build positive relationships with children
- Listen to children carefully, using a Restorative Enquiry approach to managing conflict
- Communicate calmly
- Use agreed 'consequences' as part of Restorative Enquiry to support behaviour learning

3. Aims

- Maintain a safe and secure learning environment by creating a purposeful and happy working atmosphere for everyone in the school community, children, staff, and parents.
- Develop an ethos in relationships, which encourages mutual respect and trust among all those working in school, adults, and children alike.
- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and the valuing of the contribution each may make to the well-being of others in the school community.
- Use agreed strategies for recognising and promoting positive behaviour
- Teach and encourage social and emotional regulation, so that appropriate behaviour is maintained within and outside of school and in the wider community.

- Support children to recognise, understand and modify behaviours which negatively impact themselves and others, which will be applied consistently by all those working in the school.
- Communicate to all those involved, the approach, systems and expectations related to our Behaviour and Relationships policy, and enlist the support of everyone in encouraging appropriate behaviours.

4. Rights

At Singleton everybody has the right:

- To feel safe, happy and secure in school at all times
- To be able to learn and play without threat or disruption from others
- To know that bullying is unacceptable and will be dealt with
- To be listened to and treated fairly and sensitively

It is the responsibility of **everyone** at Singleton CE Primary school to ensure that these rights are upheld in every classroom and around the school. Children and adults should always behave appropriately and follow the school rules.

5. Our Rules

At Singleton we have 3 rules:

- Be **Ready** to learn.
- Be a **Respectful** learner.
- Be a **Responsible** learner.

6. Strategies for Promoting Positive Behaviour

- Smiling, greeting, and building relationships with EVERY child
- Quality first teaching
- Well planned, engaging learning, responding to individual needs
- Clear and consistent high expectations
- Specific praise for positive behaviour
- Sharing positive examples of behaviour across school / with families
- Celebrating positive behaviour to suit individual needs/responses
- Children are listened to and given the opportunity to discuss issues relating to behaviour: adults listen to ALL sides of a situation using Restorative Enquiry.
- Offering opportunities and support to reconcile and restore through Restorative Practice.

- Verbal recognition when behaviour has improved
- Giving ALL children a responsibility to ensure they have a sense of community and purpose which raises their self-esteem and value.

7. Restorative Practice and Enquiry

Restorative Practice refers to a range of principles and methodologies that both prevent relationship-damaging behaviours and repairs the damage caused by them.

In our school Restorative Practice is underpinned by:

- Children's development of social and emotional regulation: ZONES of Regulation
- Children's understanding of emotions and the impact this can have on behaviour
- Children's understanding of how the brain functions and the impact on emotions and behaviour
- Children's knowledge and practice of strategies which help them to stay, become and return to a state of regulation conducive for learning and relationship building
- The use of daily 'class circles' to connect with others, communicate underlying feelings, sharing concerns and seeking resolutions.
- The use of 'seven scripted questions' to support the enquiry aspect of any conflict between children
- The use of logical consequences to ensure children recognise their impact on others or their environment and understand their accountability in any given situation.
- The knowledge that all humans make relationship and behavioural mistakes, which they are able to learn from.

Restorative Enquiry Process

The steps taken and questions asked are:

- Any first aid treatment is provided should a child be physically hurt
- Children are asked questions in relation to the incident.
- Questions are asked as soon as is practical and a child is emotionally ready to answer*
- Once children have answered the questions, a solution, an apology and restoration are sought.
- A natural and logical consequence will be used. This will be with the support of an adult and will include a restorative conversation which supports the child to regulate, understand their impact, make steps to restore and see a situation differently.
- Where necessary parents will be informed.

The Questions

These are asked in a neutral tone, with consideration to adult body language and physicality. The same questions are asked to both children one at a time. The language remains constant.

1. What happened in this situation?
2. What were you thinking at this point?
3. What feelings / emotions did you have at that point?
4. Who has been impacted by this behaviour?
5. How might you behave / react / speak next time?
6. How can we start to repair the damage from this situation?

Of course younger children may need support to communicate answers and we will use social stories / drawings to explore the 'what happened'.

We also have a set of cards with simple drawings to support each of the questions, should a pupil require support with communication.

Peer Mentors

Children in Year 6 have specialised training to enable them to facilitate aspects of restorative enquiry at playtime, with the support of adults. Peer Mentors do not replace the role of adults, but we know that children often look to their peers to assist and support them.

Continued Negative Behaviour

It is recognised that where behaviour negatively impacts others on a repeating basis, further support and steps will need to be taken.

We will:

- ensure that Restorative Enquiry has been used correctly
- ensure that any underlying, unmet need has been explored
- discuss with pupils what is leading to negative behaviours
- explore with families any circumstances which may be compounding behaviour

Consistent unacceptable behaviour, bullying or behaviour which is Physical, Verbal, Sexual or racial is logged in a central Behaviour Log.

All classes and staff room have printed forms.

8. De-escalation Steps for Unacceptable Behaviour

1. Use Zones of Regulation to try and offer the opportunity to understand the pupil's emotional or physical need.
2. Adult verbal reminders and use of Class Charter to highlight which one of 3R's needs to be improved.
3. If behaviour does not improve and repeat behaviour seen, time out 'in' a space close to the classroom for a period of cooling down/reflection. Adult to offer opportunity to co-regulate if needed and to return after this time limited period.
4. Discussion with an adult about the behaviour (using restorative practice)
5. Time out sessions in a different space.
6. Removing a child from a situation (asking them or others to move)
7. Withdrawal of privileges/freedoms, such as a play-time, the reasons for this being clearly explained and linked to the 3R's – *eg: You have kicked a friend and I therefore do not believe you are being a responsible learner currently. We all have the right to be safe and right now you are going to take some time to reflect and repair the actions you took.*
8. Referral to the Leadership team
9. Informing parents and/or involving parents in discussion

See Appendix 2 for examples of typical behaviour at different ages

9. Persistent /Frequent Unacceptable Behaviour

From time to time a child may have problems which result in persistent unacceptable behaviour.

It is our school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies.

Reasonable adjustments may be made for children with SEND when applying the behaviour policy. However, we are clear that whilst a special need may provide a reason for poor behaviour, it does not excuse it.

10. Strategies for dealing with Persistent unacceptable behaviour may include:

- Regular discussion with children and parents
- Individual Learning Plan put in place to provide SMART targets to improve specific behaviours
- Knowing individual children well, and seeking to understand possible triggers for their behaviour and avoid or manage those triggers
- Home link book to record a weekly overview of behaviour to celebrate positive behaviours, address any problems that have arisen and resulting discussion.

- Tracking the progress of a child's behaviour in class, lunch play and playtime
- Structured learning time, where the pupil spends time in school but learns in a separate environment from their peers.
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies: LBAT team/ Educational Psychologist
- Nurture group / individual support to work on SMART targets
- Fixed-term suspension.
- Permanent Exclusion.

11. Positive handling

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 or to prevent injury to a child, or if a child is in danger of hurting him/herself. (See Positive Handling Policy). The actions that we take are in line with government guidelines on the restraint of children. Careful logs and records will be kept, and parents will always be informed if a physical intervention has been used.

12. Emergency Physical Intervention

Emergency interventions will involve any staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a child running onto a road.

13. Managed Moves

Occasionally, children do not respond to the behaviour systems in place. If the situation is starting to cause distress to the child or impacting on other children, a managed move may be considered. This is done in discussion with parents and West Sussex County Council and is an opportunity for a child to have a fresh start at an alternative school.

14. Fixed-term Suspensions and permanent exclusions

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of the individual child, others or damage to property could result in a fixed-term suspension.

Only the Head teacher has the power to suspend or exclude a pupil from school, fixed term or permanently. **However**, in the absence of the Head, the Deputy Head may suspend a pupil, ensuring process and policy is followed and the Head Teacher informed as soon as reasonably possible.

The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In severe cases if fixed term suspensions do not help the pupil, a permanent

exclusion can be enforced. It is also possible for the Head teacher to convert fixed-term suspension into a permanent exclusion if the circumstances warrant this.

If the Head Teacher suspends a pupil, parents will be met with face-to-face to explain the suspension and given paper letters confirming the reasons and arrangements for the suspension. They are explained their right to appeal this decision. The Head teacher will inform the LA and the governing body about any permanent exclusion, and about any fixed.

15. 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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging / gaming

16. Roles and responsibilities

The Governing Body is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will seek relevant training to support staff and pupils in achieving the aims of this policy.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents (see appendix 2 for behaviour log)

The Headteacher, Deputy Head and **SENCO** will support staff in responding to serious/repeated behaviour incidents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

17. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every 3 years.

Governors will make planned visits to the school to monitor the implementation/impact of this policy, seeking parent/pupil and staff voice.

Behaviour of pupils / exclusions will be reported at Governing Body meetings.