

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.” Joshua 1:9



Behaviour, Relationships and Anti-Bullying Policy

Chair of Governors	
Head Teacher	
Date	September 2026
Review date	This policy will be reviewed annually

Introduction

At Latchford St James Church of England primary school, we aim to promote a positive and caring environment in which pupils feel welcome, valued and secure. We do this by weaving our Christian values throughout each and every day here at LSJ which supports us in creating an environment that is conducive to learning.

We recognise that understanding our emotions is a key aspect of understanding and supporting behaviour. Here at LSJ, we support our children in understanding their emotional health and wellbeing. This supports children in understanding how our behaviour can be impacted by our emotions, and in turn helps support them with their own behaviour.

We strongly believe that supporting the behaviour of our pupils is established by developing good relationships. We wish to create a community within our school where pupils are tolerant, considerate and courteous towards others. Relationships contribute to our sense of belonging as well as our emotional wellbeing.

We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong, and to learn how to self-manage and self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real world”.

Promoting high expectations for behaviour amongst our pupils is a shared responsibility. All those who work with the school, including governors, parents and carers, the wider community and the children, have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we have at Latchford St James C of E Primary School.

As a school, we have selected six core Christian values which are promoted through each school day. We also focus closely on one value per half term, exploring them during collective and class worship. These values have been selected carefully, corresponding with important times within the Christian calendar and also encompassing important parts of the school year.

Our school’s core Christian values are:

<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Friendship	Love	Perseverance
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
Compassion	Kindness	Respect

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.

It is also based on the special educational needs and disability (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

Aims

Behaviour at Latchford St James C of E Primary School is excellent and incidents of poor behaviour are rare. This policy aims to:

- Ensure that everyone at school has the right to be and feel safe;
- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how pupils are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management; □ Outline our system of rewards and sanctions.
- Ensure all staff, parents and pupils are aware of the high expectation of good behaviour of all.

Restorative practice

At Latchford St James C of E Primary School we have implemented restorative practice which focuses on building and developing positive relationships that is based upon equality, respect and fairness. We hope that this in turn creates a school community that is supportive, accountable and respectful.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. We understand the importance of modelling positive language, behaviour and taking the time to develop positive and meaningful relationships pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all those involved a chance to have their say and feel heard. All members of staff and children know that issues will be dealt with fairly.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

Here are examples of the questions that form a restorative conversation:

1. What has happened?

Drawing out each person's story one at a time, starting with the person who has caused the harm.

2. How did you feel when it happened?

What each person was thinking and feeling at the time, before and since.

3. Who has been affected or harmed?

Consider all who have been affected and how.

4. How can we put things right?

What those affected need to feel better, move on, repair harm and rebuild relationships.

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

5. What choice can we make in the future?

What could be done differently moving forwards?

6. How do you feel now?

How to end the restorative conversation in a positive manner.

Share
and take
turns

Give a
compliment

Offer an
apology

Tidy up
after a
mess has
been made

Draw a
picture for
someone else
that they

Have a
restorative
conversation
with those who
have been
harmed

A smile, a
hug, a
handshake, a
high five or
a fist pump



An act of repair



Write a
reflection
letter

Give a card
or
thoughtful

Write a
thoughtful
note

Agree to
be civil
and

Put myself in
the other
person's
shoes

Complete a
reflection
sheet

Invite
someone
to play

Recognition, celebrating achievements and understanding consequences

At Latchford St James C of E Primary School, we acknowledge that one of the most important benefits of doing something well is feeling good about it. We recognise positive behaviour through developing children's understanding of intrinsic motivation and adults frequently use praise and positive comments, stickers and personalised feedback.

We also understand that recognising children's efforts and celebrating achievements is extremely important. We do this by:

- **Utilising dojo points**

Upon embarking on their Latchford St James C of E school journey, pupils are assigned a dojo character and children are awarded dojo points each day. At the end of the week, each class have a 'dojo winner'.

Dojo points are awarded for a number of reasons within pupil's classwork and attitude around school. This could be recognising amazing effort or completing a fantastic piece of work or displaying our Christian values.

- **Weekly whole school celebration assembly**

This special weekly assembly is shared with our pupils and families. We celebrate with a 'Learner of the Week' and 'Always Award' certificates winner from each class. Families and carers of children are invited to join us to celebrate and these worships are a wonderful community event.

We are proud to offer our pupils opportunities to promote positive behaviour and to be positive role models, some of which include becoming:

- A school council member
- An ethos group member
- Head boy or head girl
- Deputy head boy or head girl
- Sports Crew member

Consequences

Alongside the use of our restorative practice, pupils are encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others.

Children who need support in following school rules and adapting to the school environment will receive guidance in ways appropriate to their age and the situation. This may include a verbal reminder and discussion with the child, time for reflection, and communication with parents to encourage positive growth. Any consequence will always be conducted in private at an appropriate time.

Our behaviour pathway:

Reminder

Final warning

Reflection time / calming time in class > in another class > in another designated space ☒

Follow up / restorative conversation with the most appropriate adult involved (5 minutes maximum)

Staff can use their professional judgement when managing behaviour; this must be communicated with a leader to ensure full transparency e.g. *if additional time away from a child's class is needed, staff can choose how best to manage this.*

Following incidents of poor behaviour, it is imperative that the adult who initially dealt with the behaviour should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. Class teachers need to be made aware of any incidents of poor behaviour if dealt with by another adult.

If the behaviour does not improve:

- Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)

Permanent Exclusion Children who persistently show unacceptable behaviour will be placed on a behaviour plan which has been negotiated with the individual/parents (if appropriate).

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted consequences and rewards to reinforce positive behaviour. Parents will be informed promptly of any issues so that we can work together to resolve them. Ultimately the school has the consequence of exclusion as a last resort when all other avenues have been exhausted.

Behaviour Management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Teachers and support staff are acting as role models at all times in line with our school values.

They will:

- Create and maintain a stimulating learning environment that encourages pupils to be engaged; Display the pupil code of conduct; and
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption

- Using positive reinforcement In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them causing disorder, hurting themselves or others or damaging property.

Incidents of physical restraint must:

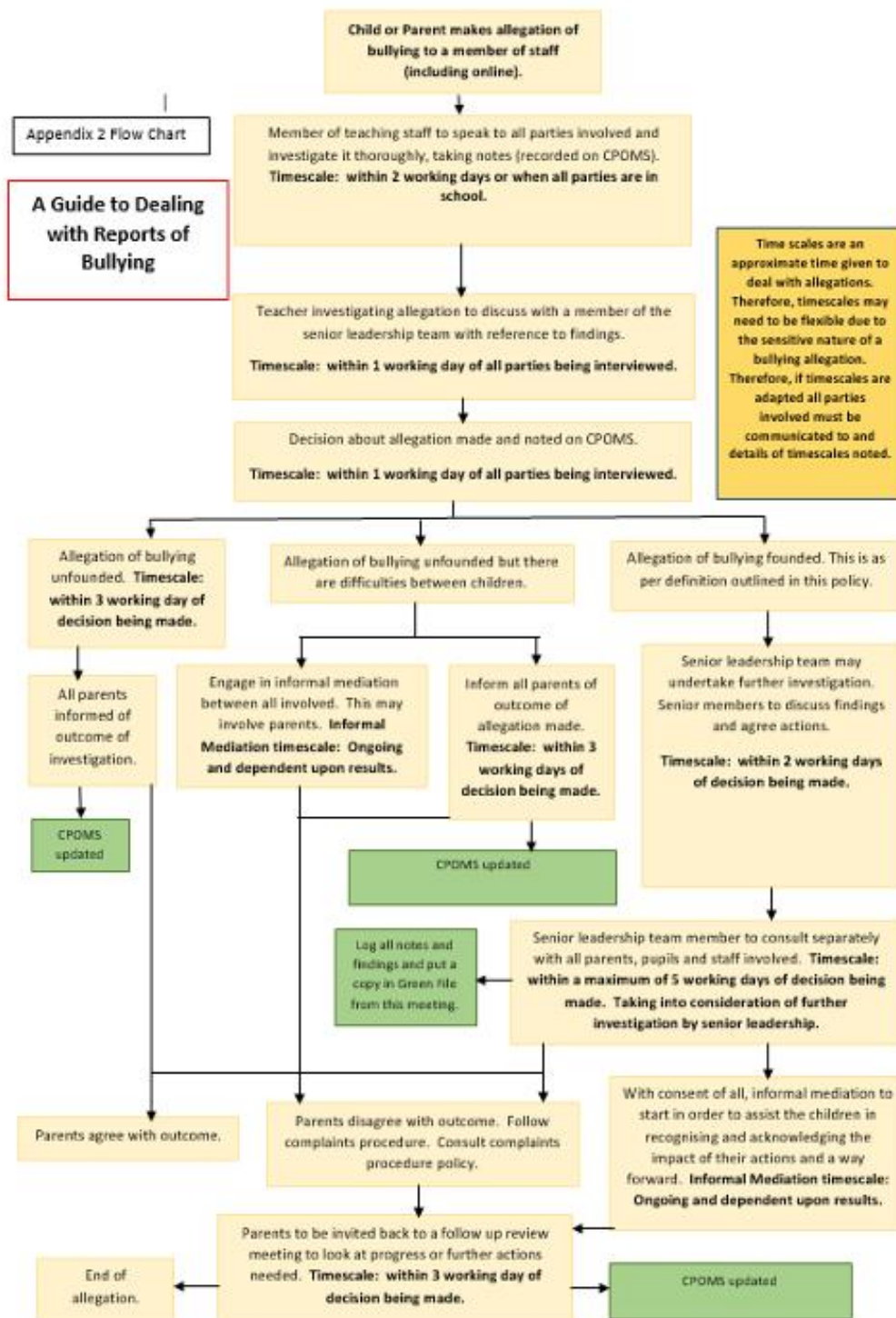
- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to the Headteacher who will then liaise with parents.

Bullying

Bullying is defined as the persistent and repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can be face to face or online. Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

Bullying can include: Type of bullying Definition Emotional Being unfriendly, excluding, tormenting Physical Hitting, kicking, pushing, taking another's belongings, any use of violence Racial Racial taunts, 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 Cyberbullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites We understand that allegations of bullying can be distressing for all parties. Please see flowchart outlining steps to be taken in the event of alleged bullying.



Roles and Responsibilities

The Governing Body

The Governing Body will review 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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour towards adults and children;
- Providing a personalised approach to the specific behavioural needs of particular pupils by using a range of strategies, taking into account age and stage of development;
- Promoting self-esteem and confidence as learners;
- Helping children make good choices and understand consequences of their behaviour;
- Recording behaviour incidents using CPOMS;
- Providing high quality teaching and set high expectations for all.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

We promote working in partnership with parents and external agencies to promote good behaviour. The school strives to involve parents at all levels, as encapsulated in the home school agreement. Parents are informed formally and informally of their child's achievements and their good behaviour is recognised. Equally, the school seeks to involve parents at the earliest stage if achievements or behaviour fall below expectations.

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;
- Support the school in managing behaviour effectively for a positive outcome.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) to establish a positive relationship. In addition, staff members hold transition meetings to ensure effective communication about behaviour is monitored and the right support is in place to support successful transition. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with appropriate training on managing behaviour.

Rights Respecting School

Latchford St James C of E Primary School is proud to be a Rights Respecting school. UNICEF Rights Respecting Schools Award recognises our schools commitment to creating safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Developing a Rights Respecting ethos in all our school ensures that these values are embedded in daily school life, giving children the best chance to lead happy, healthy lives and to be responsible, active citizens, both locally and globally.



What are the children's rights?

The United Nations Convention on the Rights of the Child, or UNCRC, is the basis of all of Unicef's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

Please see the rights overview on the following page for a summary of Articles 1-42.

Articles linking to our relationships and behaviour policy:

- Article 2 – No discrimination
- Article 3 – Best Interests of the child
- Article 6 – Life, survival and development
- Article 12 – Respect for children's views
- Article 13 – Sharing thoughts freely
- Article 14 – Freedom of thought and religion

- Article 19 – Protection from violence
- Article 28 – Access to education
- Article 42 – Everyone must know children's rights

