

Relational behaviour policy

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March 2025	0.1	New document	All (new document / behaviour policies combined to one policy)	
April 10th 2025	0.2	Internal Lead Scheduled Review	All (new document / behaviour policies combined to one policy)	
April 29th 2025	0.3	Board lead Scheduled review	All (new document / behaviour policies combined to one policy)	
May 16th 2025	1	Schedule board review	Ratified	
September 30th, 2025	1.1	Internal Lead Scheduled review /	Exclusions - behaviour off site, detail added at recommendations of inclusion team. N Jarrett	The Key
September 30th, 2025	1.2	Board Lead Scheduled review		
October 3rd, 2025	2.0	Board Review	Ratified	

October 6th 2025	2.1	Additions from scheduled review.	Advice to make permanent exclusion procedure clear. Advice to make the importance of safety of children and staff more explicit.	Range of secure policies.
April 2026	3	Additional amends	Fixed term exclusion - amended to suspension	

Ready to Learn, Be Respectful, Be Responsible.

1. Policy Statement

TSSMAT is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The staff at TSSMAT believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well planned and delivered curriculum that stimulates children to learn, ask questions, debate and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

The primary aim of this policy is to ensure our school is a safe, secure, and supportive environment for all children and staff. This is a prerequisite for productive learning and positive relationships. We believe that by upholding high standards of behaviour, we create a community where everyone feels protected, respected, and able to thrive.

Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

2. Aims of the policy

We aim to:

- Foster excellent relationships between all members of our school community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Ensure our behavioural expectations and responses protect the safety and well-being of every member of the school community, both children and adults.
- Use restorative approaches.

- Build a community which values and models kindness, good humour, tolerance and empathy for others.

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3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

4. Fundamental principles

All members of our school community have the right to:

- Feel secure and safe.
- Feel happy and be treated with kindness and understanding.
- Be treated fairly and consistently.
- Be listened to (at an appropriate time).
- Be treated with respect and politeness.
- Be treated with empathy.

4.1 The fundamental principles which underpin our Relationship and Behaviour policy are:

- Unconditional positive regard for all pupils.
- A no shouting approach.
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

4.1.1 Shared Responsibilities

Alongside these rights, all members of our school community share a collective responsibility to uphold them. Therefore, every individual is expected to:

- Behave in a way that does not compromise the physical or emotional safety of others.
- Contribute to a calm, respectful, and secure environment throughout the school day.
- Follow instructions and procedures designed to keep everyone safe.

4.2 The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
 - Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
 - Using strategies such as 'Reflection Time' to create a positive climate for learning and to create more awareness of how to self-regulate.
 - Encouraging pupils to be proud of their school.
 - Using 'Circle Time', PSHE and worship/assembly activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
 - Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

5. Consistency of approach

In implementing this Relationship and Behaviour policy, TSSMAT acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: ensuring “certainty” at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent expectations: referencing and promoting appropriate behaviour.
- Consistent respect from the adults: even in the face of disrespectful learners.
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced rituals and routines for behaviour around the school: in classrooms and during social times
- Consistent environment code of conduct evident of our values.

The aims of this policy will be met by everyone observing our 3 core values:

- **Love**
- **Respect**
- **Friendship**

By displaying behaviours linked to following these 3 values we will create a safe and positive learning environment which leads to a culture of excellence and success.

5.1 Staff will:

- Meet and greet children on a regular basis.
- Refer to Love, Respect and Friendship - the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
 - Use a visible recognition mechanism throughout every lesson - Good to be Green charts in class.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all incidents that reach ‘Blue and Red Sky’ through Arbor.
- Never ignore or walk past learners who are making / displaying poor behaviour choices.

5.2 Leaders will:

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners.

- Meet and greet learners on a regular basis.
- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in a reintegration meeting and supporting staff in conversations.
- Regularly celebrate learners whose efforts go above and beyond expectations within Celebration Assembly.

Regularly share good practice.

- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

5.4 Pupils will demonstrate:

- Love
- Respect
- Friendship

5.5 Families will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

6. Recognition and rewards for effort

We recognise and reward learners who go “over and above” our standards.

Celebration Assembly to be used as a means of sharing good behaviour.

Good to be Green to be used across the school with rewards for good behaviour.

7. Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed - ‘A look’.

Pupils are held responsible for their behaviour. Staff will use the steps in ‘Good to be Green’ for dealing with poor conduct and wrong choices.

8. Stages of behaviour

If a child has an individual behaviour plan this should be followed

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 Love, Respect and Friendship delivered wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 3 - Warning

If the behaviour persists:

A clear verbal caution delivered to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged (see appendix).

If appropriate, make links with the zones of regulation.

Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 4 - Consequence

If the behaviour still persists:

This restorative practice allows children to learn from their mistakes and have time to reflect upon their behaviour.

Look = Change your behaviour to good

The Warning = Recover your good behaviour now.

Thinking Zone = You will move to the thinking zone for 5-10 minutes

Parking = You will be sent to another class to reflect on your behaviour and calm down up to 20 minutes

Blue Sky = You will be removed from the classroom for up to 45 minutes- parents invited in to school for a discussion

Red Sky = Internal/External suspension. You will have to carry out your lessons from outside the classroom. Miss Jarrett will contact parents and follow suspension and exclusion policy.

Stage 5

5a Internal referral – Time with SLT

If the behaviour escalates / child refuses to move to time out then headteacher / SLT member

If necessary, the learner may need to work outside their teaching area with a member of staff.

If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work with a member of staff this could include lunchtimes and break times. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- ❖ Whenever an adult is called, staff are to log incidents on Arbor – under the behaviour category.
- ❖ Adult who dealt with the initial stages of behaviour will start the log.
- ❖ The class teacher / SLT/ Headteacher will ensure there is communication with the family informing them of the incident.

5b – Non negotiable behaviours

No warnings need to be given for this consequence.

Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or suspension. This decision will be made by the Headteacher or the deputy in their absence.

This may include, but is not limited to:

- Deliberately not following hygiene rules in place eg spitting, wiping their hands on another person.
- Deliberately not following instructions regarding hygiene rules / social distancing.
- Sexist / racist / homophobic comment.
- Swearing.
- Physical aggression towards a peer.
- Verbal aggression towards a peer.
- Rudeness towards an adult.
- Deliberate damage to school property.
- ❖ The member of staff who dealt with this incident is required to log incidents on behaviour system

Stage 6 – Violent behaviours

The following non negotiable behaviour may result in a suspension or permanent exclusion.

- Physical aggression towards an adult
- Repeated patterns of aggressive behaviour towards an adult /child
- Deliberate and destructive behaviour

Staff will always deliver any of the above sanctions calmly and with care.

Reparation conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation with any child who reaches stage 5. Sometimes it may include other adults / children.

Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Responses should be saved on the behaviour system.

Exclusions

All suspensions and permanent exclusions will be carried out in accordance with the Trust's Exclusion Policy and statutory guidance.

In exceptional circumstances where a pupil's behaviour poses a significant and immediate risk to the safety and welfare of the child, other children, or staff, the Headteacher has the authority to override the graduated response. If the Headteacher assesses that the school can no longer keep members of the community safe, they will move directly to the formal process for suspension or permanent exclusion in line with statutory guidance.

For very serious offences, the Headteacher will consider suspension and/or exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the suspension and before the child returns to school at a reintegration meeting. Suspension and exclusion are always very last resort.

Exclusions - behaviour off site

If a child has a managed move but then displays violent behaviour at the new school and they terminate the managed move, then the host school could issue a permanent exclusion even though the incident took place off site.

Procedure Following a Decision to Permanently Exclude

While a permanent exclusion is a very last resort, should one be necessary, the school will adhere strictly to the statutory guidance issued by the Department for Education. The formal procedure is as follows:

1. Formal Notification

The Headteacher will notify parents or carers in writing and without delay. This formal notification will include:

- The specific reason(s) for the permanent exclusion.
- The parents'/carers' right to make representations to the Governors and details of how to do so.
- The right to attend a review meeting with the Governors and to be accompanied by a friend or legal representative.
- The contact details for the person arranging this meeting.

2. Governors Panel Permanent Exclusion Review Meeting

The Governors have a statutory duty to review the Headteacher's decision.

- A meeting will be convened for this purpose within 15 school days of the exclusion.
- Evidence will be provided 5 days prior to the meeting.
- During the meeting, the Governors panel will consider all available evidence and listen to representations from the Headteacher, the parents/carers, and the pupil (where relevant).
- The pupil will be given a clear opportunity to present their account of the incident and have their voice heard. (if age appropriate)

3. The Final Decision

Following the review meeting, the Governors will decide to either uphold the permanent exclusion or direct the pupil's reinstatement.

- Parents/carers will be notified of the board's final decision and the reasons for it in writing and without delay.

9. Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff

At the start of the day	Children should be welcomed into school and into the room by a member of staff.
On arrival	Children walk calmly straight into the classroom, put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be ready promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.

Transition	Children are expected to walk calmly and silently in the corridors.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Adults say goodbye to children. staff are a visible presence.

10. The Power to discipline beyond the school gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

Disciplining beyond the school gate covers the school's response to all non- criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Behaviour in Schools - Advice for headteachers and school staff Feb 2024 -

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. The Trust and school staff strongly believe that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

11. Searching pupils

See Searching, screening and confiscation guidance within [Safeguarding policy](#)

12. Positive Handling and Reasonable Force

TSSMAT makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key staff at TSSMAT have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on reporting platforms. Parents will be informed of any incident where force or restraint has been used on their child.

13. Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil.

14. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil support plan outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. educational psychologist, behaviour consultant, social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the local authority. Children on reduced timetables will be reported to the Governors and the primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such eg. attending school trips but only if the behaviour is dangerous.

15. Supporting pupils with SEND

Reasonable adjustments will always be considered before any decision to suspend or permanently exclude.

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP - Individual Education Plans. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their AEP which will be monitored by the Headteacher/Senco. A child's triggers for negative behaviour need to be on their AEP so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure AEPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- Focussing their attention on the adults - following and asking repeated questions might be for more reassurance that they are doing the right thing or that they are liked.
- calling out - this might be so they feel noticed and to also feel reassured

16. Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via school office email or call the school office.
- Arrange an appointment with the teacher

Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

TSSMAT Complaints Policy <https://www.tssmat.staffs.sch.uk/governance/policies/general-policies>

17. Accountability

It is the responsibility of the Headteacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue suspension and/or permanent exclusions to individual pupils.

18. Trust Board

The Trust Board has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Headteacher in implementing this policy. The Headteacher has day-to-day responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

19. Is the policy working?

With all of the above reward systems we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking

responsibility for their own behaviour?

- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use their school values to make positive choices rather than just use them to reflect on behaviours after negative choices?

Related policies

- Safeguarding
- Home School Agreement
- DfE guidance – Beyond the School gate
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools -
_A_guide_for_headteachers_and_School_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- DfE guidance – Searching, screening and confiscation
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- DfE Statutory Guidance - Exclusion
<https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix - Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give reflection time.

Reminder:

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to show (Love, Respect and Friendship).

You now have the chance to make a better choice.

Thank you for listening

Warning:

I noticed you chose to..... (noticed behaviour).

This is the _____time I have spoken to you. This will also mean you will miss some of your playtime.

(Learner's name), do you remember when_____ (model of previous good

If you choose to break the rules again you will move to the table at the back/outside. behaviour)?

That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

Consequence/calming time:

I noticed you are still choosing to (noticed behaviour).

You need to go to sit at the table at the back/ to class X.

I will come and speak to you in three minutes.

If need - be – call the office to request support from SLT.