



# Frederick Bird Academy

## Relationships & Behaviour Policy

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**Policy Date:** November 2024

**Review Date:** September 2025

## 1. Rationale

At Frederick Bird Academy we aim to work in partnership with all members of the school community to make teaching and learning exciting and enjoyable, support and challenge every child to achieve at the highest possible level and create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our rapidly changing society.

Frederick Bird is a safe, friendly space where children can learn with a sense of compassion and respect, learning to accept others whilst aiming high across all curriculum areas. We want children to make the most of their time in school, becoming positive and independent children whilst holding true to the values that underpin the school.

We want our Relationships and Behaviour Policy to reflect our insight and understanding of the needs of our children and how this contributes to supporting children to be able to regulate their feelings and behaviour in order to communicate in a positive manner so they can be ready to engage with their learning. We believe that developing relationships, responding, calming, repairing and restoring as well as guidance on working on relationships in the classroom and through a graduated response is what makes a difference to our children's behaviour.

## 2. Aims and Expectations

It is the aim of this policy document to demonstrate how the school fosters and maintains a sense of community and the good behaviour of its children. This is achieved by:

- creating a culture of exceptionally good behaviour: for learning, for community, for life
- ensuring that all children are treated fairly, shown respect and to promote good relationships
- helping children take control over their behaviour and be responsible for the consequences of it
- building a community which values kindness, care, good humour, good temper and empathy for others
- Promoting community cohesion through improved relationships
- ensuring that excellent behaviour is a minimum expectation for all

## 3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff](#),
- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation at school](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [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 children
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate childrens' behaviour and publish a behaviour policy and written statement of behaviour principles
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 4. Purpose of the policy

- To provide guidance to staff, parents and carers, governors, and other stakeholders on how to support our children to manage and regulate their feelings, communicate their words and feel safe so they are ready to learn
- To provide a holistic, whole-person, inclusive model for our understanding of behavioural needs
- Teach appropriate behaviour through positive interventions.
- Build good relationships in school

## 5. Definitions

**Behaviour causing concern** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Not following instructions of a member of staff
- Unkind or unsafe behaviour towards others (staff and peers)

**Serious behavioural incidents** are defined as:

- Repeated breaches of the school rules
- Physical attacks on staff members where the child is not at a point of crisis
- Any form of bullying
- Sexual violence and / or harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Swearing, racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited (banned) items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 apps or gaming sites

### Mobile Phones

Personal mobile phones and other smart technology with similar functionality are prohibited for pupil use during the school day. Some children are permitted by parents to bring a mobile phone to school for use to and from the school site. Where this is the case, children must hand their phone to the class teacher (or other appropriate staff member) during the day and it will be

returned to them at home time. If children are found to have a mobile phone (or similar technology) at an unauthorised time, it will be confiscated and returned only to a parent or carer.

Any children with a medical or pastoral condition whose personal intervention plan requires contact with families during the school day, will be supported to do so using school phone lines.

Smart Glasses, such as Ray-Ban Meta, OhO Smart glasses, JLab glass, OOAVR, CatWQ, etc (this list is not exhaustive) are prohibited on site by all persons as they prove to be a significant safeguarding and GDPR risk to the school community. This includes Smart Glasses with prescription lenses or sunglass lenses. Any Smart Glasses brought onto site will be confiscated and only returned to a parent/carer.

## 6. Consistency of approach

In implementing this relationships and behaviour policy, Frederick Bird Academy 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 SLT 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 promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful children
- 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 site: in classrooms, around the site and at the school reception
- Consistent environment **code of conduct** evident, **core values**
- Consistent staff **support** of each other at all levels

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

## 7. Our School Rules

At Frederick Bird Academy our school rules are the **3R's**;

- Be ready
- Be respectful
- Be responsible

At the beginning of each term staff will remind children of the school rules, as well as reminders throughout the year. These are also displayed in every classroom and around the school as a reminder of our expectations for all.

These rules and phrases are commonplace in our school and form part of our daily language.

## 8. Roles and Responsibilities

### All staff every day will

- Meet and greet children at the doors
- Refer to Ready, Respectful, Responsible - the behaviours they expect to see
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all children
- Use an approach that recognises positive behaviour throughout the day
- Create a calm and safe environment for children
- Establish and maintain clear boundaries of acceptable behaviour
- Implement the behaviour policy consistently
- Remain calm and give 'take up time' when going through the stepped approach.
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Never ignore or walk past children who are behaving inappropriately

### SLT will

- Meet and greet children
- Be a visible presence across the school and especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Support staff in returning children to learning by sitting in a reparation meeting and supporting staff in conversations
- Regularly share good practice
- Support staff in managing children with more complex needs
- Support and empower staff to have restorative conversations
- Use behaviour data to target and assess school wide behaviour policy and practice
- Stand alongside staff members, showing a united front, and empowering them to take ownership of the behaviour within their own class.
- Ensure induction of new staff in this policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

### Children will:

- Follow the school rules of "Ready, Respectful, Responsible"
- Take growing responsibility for their environment and for their own learning and conduct
- Be a good role model to others
- Participate in restorative conversations with class teachers if they encounter difficulties

### Parents / Carers will:

- Follow the school rules of "Ready, Respectful, Responsible"
- Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education
- 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
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Reinforce the expected standards of behaviour on the school site with their own children.
- Model expected behaviours while in and around the school site

## 9. Positive Behaviour Reinforcement

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via written correspondence (postcards home), verbal conversations and Class Dojo messages
- Stickers and badges
- Certificates, 'Star of the Week', 'Star of the Term'
- 'Star of the Session' board in every classroom, where individual children are named, and their behaviour is exemplified to others.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project e.g. School Council, Head Boy and Girl in Year 6
- Whole-class or year group rewards, such as a popular activity
- Visits to the Headteacher/ Deputy Headteacher for recognition of effort, attitude, behaviour or learning

## 10. Managing behaviour that challenges

All staff should recognise that behaviour is a form of communication. Engagement with learning is always the primary aim. For most children, a gentle reminder and nudge in the right direction is all that is needed.

- Putting relationships first
- Taking a non-judgemental, curious and empathic attitude towards behaviour. We
- encourage all adults to respond in a way that focusses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself
- Maintaining clear boundaries and expectations around behaviour

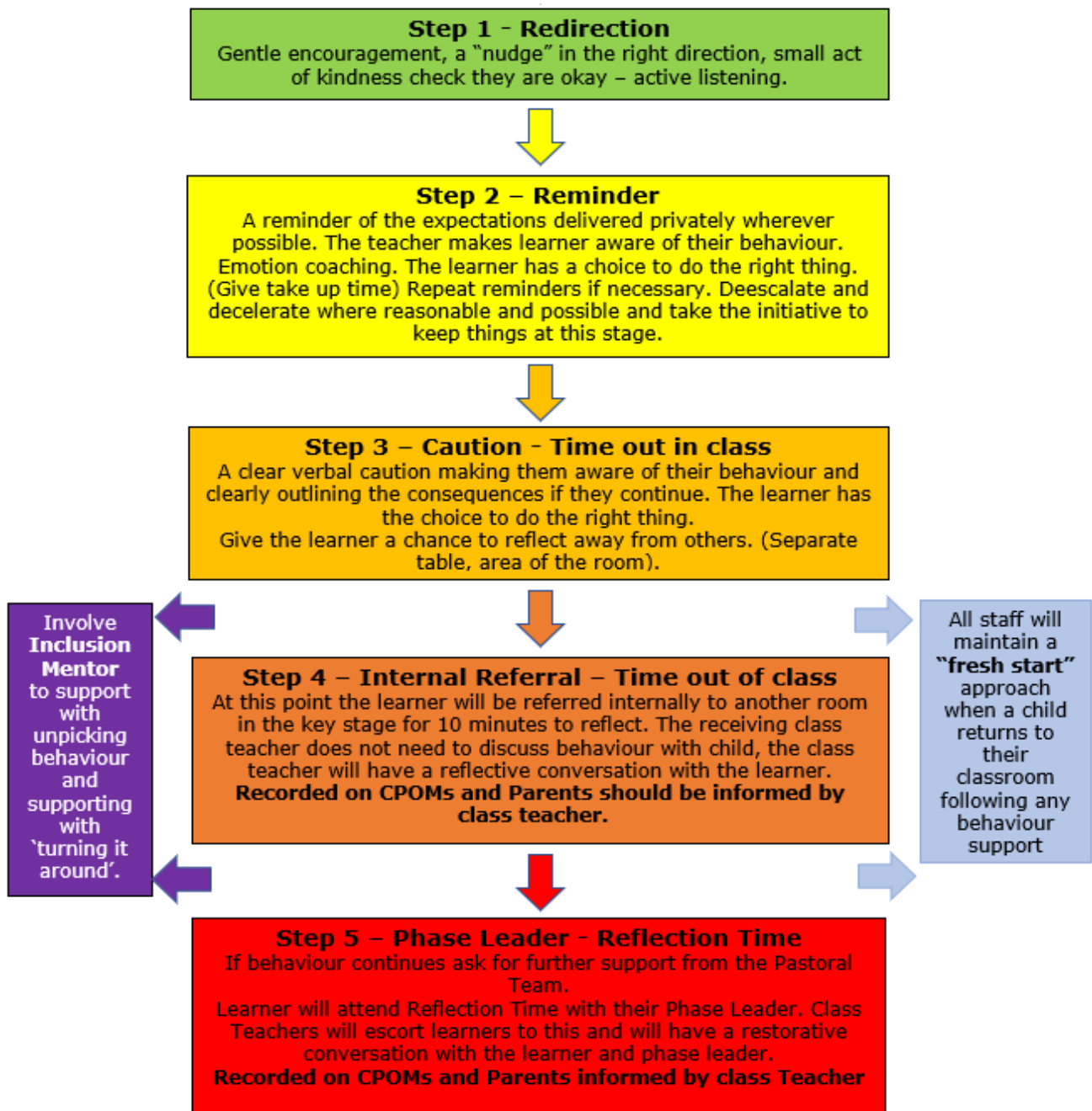
However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to

encourage them to manage their behaviour in a positive way. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. All children must be given “take up time” in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. All staff will maintain a “fresh start” approach when a child returns to their classroom following play time, or lunch time.

Personal circumstances of the children will be taken into account when adhering to these stages and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. For children who have Special Educational Needs and Disabilities, reasonable adjustments will be made to policy. Reasonable adjustments will be advised by the qualified SENCo and Senior Deputy Headteacher, and should not be to the detriment of other children or staff safety or wellbeing. For children with SEND, including those with a diagnosis, this behaviour policy still fully applies, but reasonable adjustments (‘reasonable’ being judged by a qualified SENCo or Senior Deputy Headteacher) will be made throughout. It is important to note that children with SEND are not exempt from the Relationships and behaviour policy.

Our graduated response approach is outlined opposite:





## 11. Supporting behaviour that challenges

Most behaviour should be dealt with within our graduated response approach. Some children may need some additional emotional support or support with restorative conversations and behaviour choices. Children are supported by our Pastoral Team and outside agencies. Children also may have access to our HUBs and receive intervention support to help with meeting needs. Some children will have a Positive Intervention Plan (PIP) or Risk Assessment to address particular needs and these should be adhered to in addition to the usual behaviour policy.

If behaviour is consistently poor, as shown by internal referrals/reflection or becomes a cause for concern, there will be a formal meeting with the class teacher and/or phase leader and parents.

## 12. Behaviour Resolutions

Some behaviours that challenge will require certain resolutions to resolve and repair. This will be discussed with the child. These may include the following consequences:

- a verbal reminder of the expectations of behaviour
- the setting of tasks such as an account of their behaviour, reflective activities, group work to resolve difficulties
- Restorative conversations
- loss of privileges – for instance, the loss of a reward time
- loss of time at break or lunch
- natural consequences being highlighted for the child as result of their actions
- school based community service, such as tidying a classroom
- behaviour monitoring/check ins
- internal exclusion
- suspension
- in the most serious of circumstances, permanent exclusion

Restorative conversations allow for these to be discussed with the child and for them to be a part of the process of deciding on appropriate resolutions.

## 13. Internal Reflection

In some circumstances it may be necessary to remove children from a classroom/activity for a period of time (Step 6; Internal Exclusion):

- to maintain the safety of all children and to restore stability following an unreasonably high level of disruption
- to enable disruptive children to be taken to a place where education can be continued in a managed environment
- to allow the child to regain calm in a safe space.

This stage may be taken sooner in the approach if it is needed to ensure safety.

This removal from class should be distinguished from the use of safe spaces and our HUBs for non-disciplinary reasons, such as sensory breaks, emotional regulation support.

The use of Internal Exclusion will allow for the continuation of the child's education in a supervised setting. The continuous education provided may differ during this time to the mainstream curriculum but will still be meaningful for the individual child and tailored to meet their needs and behavioural difficulties at the time. During this time restorative conversations will take place and strategies to support the needs of the child moving forward will be discussed.

Parents/Carers will be informed on the same day if their child has been removed from class.

## 14. Serious Breaches

A **serious breach** is an incident that may lead to an internal exclusion, a fixed term suspension or a permanent exclusion. Alternatives to suspension, where appropriate, will be sought.

**Serious breaches of discipline** include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, defiant refusal, and disruptive

behaviour in class which impacts on learning and teaching. This type of behaviour is generally rare, and it is the responsibility of the members of the SLT, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

#### **Procedures for Dealing with More Serious Incidents**

- A verbal warning by the Headteacher, Senior Deputy Headteacher or Assistant Headteacher as to future conduct
- Withdrawal from the classroom for a session or the rest of the day
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then fixed term suspension procedures are implemented
- Permanent exclusion may be considered for serious incidents or continual breaches (after consultation with the Governing Body and the LA)
- Parents have the right of appeal to the Governing Body against any decision to suspend

In addition to the above, all major breaches of discipline will be recorded on CPOMs.

## **15. Suspension or Permanent Exclusion**

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension and permanent exclusion in response to serious breaches of our Relationships and Behaviour Policy or in response to persistent poor behaviour which has not improved following our graduated response approach.

The Headteacher has the power to permanently exclude a child from school immediately in exceptional circumstances such as:

- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse
- Supplying an illegal drug
- Carrying an offensive weapon

If the Headteacher or Senior Deputy headteacher suspends or permanently excludes a child, the school informs the parents/carers immediately, giving reasons for this. At the same time, it is made clear to the parents that they can, if they wish, make representations to the governing body. The school ensures that the letter outlining the reasons for suspension or permanent exclusion informs the parents how to make any such appeal. School will also notify the Local Authority of any permanent exclusion.

Reintegration plans will be put in place following any suspensions to support the child's successful return to school. This will be discussed in consultation with parents/carers and the child.

The school complies with the DfE guidance for 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

## 16. Off-site behaviour

Sanctions may be applied where a child's have demonstrated undesirable behaviour off-site when representing the school. This applies when children:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Sanctions may also be applied where a child has demonstrated undesirable behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

## 17. Responding to behaviours that challenge from children with SEND

### Recognising the impact of SEND on behaviour

The school recognises that childrens' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis and will involve a qualified SENCo and/or Senior Deputy Headteacher. When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices ([Equality Act 2010](#))
- Ensuring reasonable adjustments have been made in light of the child's SEND before taking the decision to suspend or exclude
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

- Short, planned movement breaks for children with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues
- Training for staff in understanding conditions such as autism

- Use of separation spaces (HUBs) where children can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for children with SEND**

When considering a behavioural sanction for children with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child's for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a child displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate children who exhibit 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 children, 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.

### **Children with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of children with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **18. The Use of Reasonable Force**

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DFE guidance; "Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies." Staff at Frederick Bird Academy never use force as a punishment for undesirable behaviour. We are a Team Teach trained school. Team Teach is all about de-escalation strategies and how to support children in crisis. However, it may at times be appropriate to physically intervene. Key staff have been trained to move, handle and hold children to keep them safe and only when it is in the best interests of the child.

Team Teach moving and handling techniques may be used when:

- a child is hurting themselves
- a child is hurting someone else
- a child is causing damage to school property
- a child is committing a criminal offence
- a child is demonstrating behaviours that are prejudicial to maintaining the good order and discipline either in school or when off site (e.g., attending a school trip)

The decision to do this is made by the trained lead adult at the time of the incident. All members of staff have a legal power to use reasonable force. Reasonable adjustments will be made for children with disabilities and special educational needs. De-escalation is the first strategy and handling children is a last resort. The inclusion team works with every child after experiencing crisis to explore triggers and any support needed to ensure crisis is avoided as much as possible. Where children have been moved and handled, a form is completed and countersigned. The Headteacher is always informed. The incident is recorded in a bound book and on CPOMs and reviewed. Parents are informed.

We comply with the Department for Education guidance regarding Use of Reasonable Force.

## 19. Monitoring arrangements

### Monitoring and evaluating school behaviour

At Frederick Bird Academy we use an electronic behaviour recording system called CPOMs. The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

### Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

## 20. Staff Development

We have a rigorous programme of training and Continuing Professional Development for all of our school staff. This includes:

- Induction programmes for new staff
- Refresher behaviour training every year
- Half termly behaviour professional development training sessions
- Beacon School Support Training and development
- Team Teach training
- Additional support/training from outside agencies as required

## 21. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions policy
- Child Protection and Safeguarding policy
- Child-on-Child policy
- Inclusion policy

Reviewed by: Tracey Tomes November 2024

Senior Lead Review: Rob Darling November 2024

Next Review Date: September 2025

Approved by LGC: 16 January 2025

Signed:

*Michelle Porter*

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Michelle Porter  
Headteacher

*Manish Trivedi*

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Manish Trivedi  
Chair of Governors