



Behaviour and Relationship Policy

September 2025

Relationship Policy

This is how we do it!

“Culture eats strategy for breakfast” - Peter Drucker

Rationale

This Relationships policy is the cornerstone of our school culture and reflects our vision and values. Our culture embodies a respect for all, equality of opportunity and endless tenacity to remove barriers for both child and adult success in life. All staff and children contribute to this culture.

At our schools we are very clear about our culture - *This is how we do it*. Irrespective of behaviour expectations at home, in the wider community or whilst playing on the streets at the weekend - at Norton and West Chinnock...*This is how we do it*.

How we do it is not based on a punitive set of rewards and consequences, but is encapsulated in the relationship between adult and child and the relentless investment into the quality of this based on identifying and promoting self-esteem, self-worth and high expectations.

This is first and foremost, brought about by the adults. All the adults. Every...single...adult.

The Seven Aspects of Our Relationship Policy

1. Meet & Greet
2. Tidy Hands
3. The Wall of Fame
4. Always Friday
5. PIP/RIP
6. Our School Rules

These aspects underpin our whole Federation and are the basis for how we form meaningful relationships – adult to adult, child to adult and child to child.

1. Meet & Greet

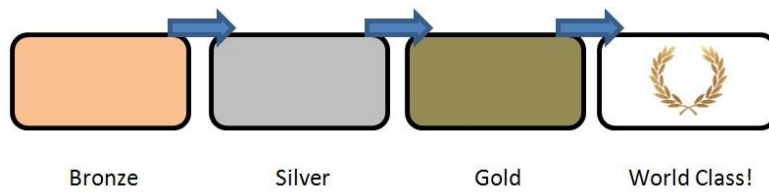
At Norton and West Chinnock, our teachers positively greet each child at the start of every day. We do this to make our children and families feel welcome. All staff do this on the main gates to our schools, modelling our positive greeting expectations for all. Adults smile, use an appropriate verbal greeting and are encouraged to be inventive, to come up with their own positive way of welcoming each child is one of the actions that sends a clear message to all that ‘*This is How We Do it*’.

2. Tidy Hands

Children at Norton and West Chinnock move around the building in a calm and orderly fashion using ‘Tidy Hands’. Tidy Hands means they walk with their hands clasped together. This allows us to keep the environment calm and one another safe. It is a form of visible consistency and we are all responsible for ensuring that this happens consistently. Every single day.

3. The Wall of Fame

Each class has a Wall of Fame. Each child has a photo that is moved up on the Wall of Fame.



The Wall of Fame is empty at the beginning of each session (before break, before lunch and after lunch).

The teacher sets a class target for that session, but this could be tailored to individuals if and when appropriate. Targets should focus on learning behaviours and attitudes that the teacher wants to encourage.

Within the session, children work their way from Bronze up to Gold, depending on how many times the class teacher sees them demonstrating the appropriate behaviours and attitudes. When a child reaches the gold level, they receive a gold star sticker.

'World Class' is the ultimate award! If a child achieves "World Class" during a session – they get an "Ask me why? Postcard" to send home. This should be reserved for those children who do not just meet the minimum expectations (following the school rules and completing their work), but those who have gone above and beyond in their attitude and behaviour. Therefore, 'World Class' will not be reached every day in the classroom, and it is reserved as the ultimate reward. Children who receive 'World Class' status will receive a classroom visit and their postcard from a Senior Leader.

4. Always Friday

Every Friday, adults choose an '*Always Child*' from their class. This is the pupil who has followed the rules all week, gone above and beyond with their behaviour and really knows *How We Do It* at Norton and West Chinnock. They receive a Lanyard from their teacher at family assembly and their photograph is displayed by the school office. The Headteacher and/or the Chair of Governors will also visit the classroom to see the 'Always Child' and praise them.

5. PIP/RIP



Praise in Public

Reprimand in Private

Be clear, calm & firm

- Praise should always be as specific, targeted, public and as sincere as you can make it. This is what gives it power.
- Reprimand should be calm, private conversations or re-directions that only the child who it is intended for can hear.
- Speak to children calmly, with the greatest of respect, and be positive.
- We never shout, express negativity, or use sarcasm and derogatory tones.

"Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screwface, irritated tone or sharp word. Do not allow yourself to shout, point or give even the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it becomes routine, easy, normal—even working in the most extreme circumstances."

6. Our School Rules

We have three very simple and very clear school rules:

READY!

*We **always** follow instructions from a known adult in school.*



RESPECTFUL!

*We **always** speak kindly and respectfully to each other.*



SAFE!

*We **always** keep ourselves safe and we never hurt others.*



Aim to be an 'Always' pupil!

Pupils are expected to know these school rules by heart and follow them at all times. They are rewarded in a variety of ways, including verbal praise, stickers, the Wall of Fame, Class Rewards, 'Always Friday' and our Family Assemblies.

Adults in school are clear about the minimum standard of behaviour that we expect- put simply, we follow the school rules. This is a basic expectation. We deal robustly with poor behaviour. If pupils choose not to follow the rules there is a structured response to help get them back on track:

L e v e l o f R e s t o r a t i v e C o n v e r s a t i o n	First instance	Supportive	• Private, low-key explanation of rule broken. • Calm, clear and supportive re-iteration of expectation to the child Adult explains the behaviour they are looking for and encourages this. • Teacher discreetly records conversation in the Class Coaching book as a 1, 2 or 3 (according to the rule broken).
	Second instance	Firm	• Teacher takes the child to a quieter area (for privacy). • Private, low-key explanation of rule broken (<i>calm but firmer</i>). Re-iteration of expectation to the child, showing disapproval of behaviour. • Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing praise. • Make the challenge time limited to achieve a card on the Wall of Fame “No more shouting out this lesson – that’s the next 25 minutes!” • Teacher discreetly records conversation in the Class Coaching book as a 1, 2, or 3 (according to the rule broken).
	Third instance	Escalated	• Reminders and positivity have not had the desired effect, and the pupil is not meeting basic expectations. • Private, low-key explanation of rule broken (<i>calm but firmer still</i>). Re-iteration of expectation to the child, showing disapproval of behaviour. • The adult will discreetly contact SLT to promptly come to class. The child is taken outside the classroom by a Senior Teacher, with privacy, for a behaviour coaching conversation, to explore what has gone on, attempt to get to the heart of the problem, clearly and very firmly re-iterate the expectation and also make absolutely clear that one further episode of behaviour will result in a conversation with the Headteacher and their parents. Teacher discreetly records conversation in the Class Coaching book as a 1, 2, or 3 (according to the rule broken). • The incident is recorded on CPOMs under the negative behaviour category (CPOMs is our school recording system)
	Fourth instance	Serious	• The Headteacher will be discreetly contacted and asked to come to class, or a TEAMS call to the Head from the school office if in another school. There will then follow a formal coaching conversation with the Head outside of the classroom, and the child will spend the remainder of the lesson completing their task with a Senior Leader. • Teacher discreetly records conversation in the Class Coaching book as a 1, 2, or 3 (according to the rule broken). • The Headteacher (In absence SLT) will contact the child’s parents before the end of the day to explain the situation. • The incident is recorded on CPOMs under the negative behaviour category

Restorative Conversations

We use Restorative Conversations to encourage children to reflect on their behaviour choices. This is a strategy used when tempers have frayed, when manners have disappeared and when things have been said/done that should not have (not every incident needs to be resolved in this way). The adult who dealt with the event(s) leads the conversation, after the incident and

once the child has had a chance to calm down. We do this to teach children that their behaviour affects the people around them, and it is a prime opportunity to explicitly teach behaviour expectations.

Serious Behaviour

Any behaviour which is so extreme that it would be inappropriate for it to be dealt with via the system of rules should be referred straight to the Headteacher. This will result in a formal behaviour meeting with parents and potentially internal exclusion from class for a period of time. Repeated instances of serious behaviour would trigger a behaviour review to develop a tailored approach for that particular child. This would be done in consultation with parents and a Behaviour Plan will be agreed between School and Home.

CONSEQUENCES FOR POOR BEHAVIOUR

Where poor behaviour is demonstrated and practiced, this will receive swift and positive attention by school staff. The incident will be recorded and evaluated and, where appropriate, support will be given to address the identified breach of this behaviour and relationships policy.

STOPPING INAPPROPRIATE BEHAVIOUR

Children will occasionally forget the school's aims for good behaviour and be thoughtless towards others. To try to prevent this from happening staff will do the following:

- teach children to think of others.
- continually remind children of our three simple rules.
- notice good behaviour when it occurs.
- ignore misbehaviour, when appropriate, rewarding those who are following school expectations

Child on Child abuse

Child on child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child-on-child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

All staff should be clear about the school's policy and procedures for addressing child on child abuse and maintain an attitude of 'it could happen here'.

Our Child on Child Abuse response begins at Level 4. For incidents deemed serious, a fixed-term or permanent exclusion could be considered.

Child on child abuse can take many forms, including:

- physical abuse such as shaking, hitting, biting, kicking or hair pulling
- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- sexual violence and harassment such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including pressuring others to share sexual content
- abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- initiation/hazing – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

(Definitions of Child on Child Abuse come from KCSIE 2024)

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

All staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported. Staff will remain aware of changes to children's behaviour and will ensure they are given every opportunity to discuss any concerns.

Minimising risk

We take the following steps to minimise or prevent the risk of child-on-child abuse:

Promoting an open and honest environment where children feel safe and confident to share their concerns and worries.

Using assemblies/collective worship to outline acceptable and unacceptable behaviour, including online and promoting accessibility to adults.

Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities. Staff to model appropriate behaviours and response.

Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

Investigating allegations of Child on Child Abuse

All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

Gather information - children and staff will be spoken with immediately to gather relevant information.

Decide on action - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside our Child Protection and Safeguarding Policy.

Inform parents - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Recorded – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome. These should be completed on body maps to show the exact nature of the concern.

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2025.

Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy. To ensure children can report their concerns easily, the school has the following system in place for children to confidently report abuse:

Access to staff publicised in Collective Worship

PSHE & RHE Jigsaw programme educates unacceptable behaviour and what to do

Supporting those involved

Our staff reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation

The support required for the pupil who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.

Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

EXCLUSIONS FOR UNACCEPTABLE BEHAVIOUR

Some poor behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. This includes Child on Child abuse. The incident will be logged, and the procedural requirements of the national Exclusions Policy will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community, or for a clear and sustained breach of the Behaviour and Relationships Policy where there is an identified risk to children or staff, including Child on Child abuse, a permanent exclusion and potential removal from the school roll.

The following behaviour is identified as unacceptable within our school community:

- Physical, mental, or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and sustained verbal abuse
- Racist or homophobic incidents
- Extortion of money or belonging
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered

PARTNERSHIP

School staff will work hard to ensure that the aims and requirements of the Behaviour and Relationships Policy are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations set out in our aims.

Through home/school partnership a positive relationship can be formed between the school and every parent and the Headteacher encourages parents to meet and discuss any aspect of their child's wellbeing, performance or behaviour. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

APPLICATION

This Behaviour and Relationships Policy is for all our school community and for it to be effective it must be used with confidence and consistency. However, for children on the school's SEND register, consideration due to their additional needs will be made between the Headteacher, DSL for Child-on-Child Abuse and the SENDCo. Application of the policy for children with identified needs within the SEND register or where we have Child Protection/Vulnerability concerns will be at the discretion of the Headteacher, DSL and SENDCo. (Equality Act aspect of the policy)

CONCLUSIONS

This policy has been written for and by the staff of the Three Saints Federation as we seek to effectively manage behaviour within our school community.

**Agreed by LGC 3rd July 2025
(Implementation and rollout of new policy for September 2025)**

To be reviewed by 1st January 2027



**At Norton & West Chinnock,
we are 'Going for Gold'!**

This is how we do it:



READY!

We *always* follow instructions from a known adult in school.



RESPECTFUL!

We *always* speak kindly and respectfully to each other.



SAFE!

We *always* keep ourselves safe and we never hurt others.



Our Rewards

	Verbal Praise		Stickers
	Class Rewards		'Always' Friday!
	Wall of Fame		VIP Lunch

Consequences

1	Coaching Conversation with your Teacher. How will you change your behaviour? Name in the Coaching Book.
2	Second Coaching Conversation with your Teacher. Challenge set. Name in the Coaching Book.
3	Behaviour Meeting with the headteacher, outside the classroom. Name in the Coaching Book.
4	Behaviour Meeting with Head and parents. Behaviour Letter sent home.
 Serious Behaviour	Immediate meeting with Head Parents called to school Internal Exclusion 'Fresh Start' Meeting (next day)