# BOXGROVE C of E PRIMARY SCHOOL

*Flourishing a community of*

*Curious Minds, Kind Hearts and Resilient Learners,*

*Rooted by God's Love*

# Boxgrove Relationships and Behaviour for Learning Policy

**Monitoring and Review of Policy**

**Last Update (Reviewed at FGB): October 2026**
**Next Update Due: October 2027**

# BOXGROVE C of E PRIMARY SCHOOL

# Relationships and Behaviour for Effective Learning Policy

## Behaviour Principles and our Vision and Values

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

**Respectful**

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

**Responsible**

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

**Ready to Learn**

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

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

**At the heart of our Behaviour Policy lies our school's Christian vision:**

**Flourishing a community of Curious Minds, Kind Hearts, and Resilient Learners, Rooted in God's love.**

**Five shared values underpin our vision: Respect, Curiosity, Kindness, Resilience, Independence**

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## 1. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- SEND Code of Practice

**In addition, this policy is based on:**

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## 2. Our Ethos

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

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

## 3. Aims

- Maintain a safe and secure learning environment by creating a purposeful and happy working atmosphere for everyone in the school community, children, staff, and parents.
- Develop an ethos in relationships, which encourages mutual respect and trust among all those working in school, adults, and children alike.
- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and the valuing of the contribution each may make to the well-being of others in the school community.

- Use agreed strategies for recognising and promoting positive behaviour
- Teach and encourage social and emotional regulation, so that appropriate behaviour is maintained within and outside of school and in the wider community.
- Support children to recognise, understand and modify behaviours which negatively impact themselves and others, which will be applied consistently by all those working in the school.
- Communicate to all those involved, the approach, systems and expectations related to our Behaviour and Relationships policy, and enlist the support of everyone in encouraging appropriate behaviours.

## 4. Rights

At Boxgrove everybody has the right:

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

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

## 5. Boxgrove Brilliant Behaviour : The 3Rs

We teach and reinforce our 3Rs through daily teaching and the relationships we build.

Be Ready: Ready to learn and ready to help others learn
Be Responsible: We keep ourselves, and others safe
Be Respectful: Kind to others and respectful of ourselves

## 6. Strategies for Promoting Positive Behaviour

- Smiling, greeting, and building relationships with EVERY child
- Quality first teaching
- Calm, consistent and predictable communication from all adults
- Well planned, engaging learning, responding to individual needs
- Clear and consistent high expectations
- Specific praise for positive behaviour
- Sharing positive examples of behaviour across school / with families
- Celebrating positive behaviour to suit individual needs/responses
- Children are listened to and given the opportunity to discuss issues relating to

- Behaviour: adults listen to ALL sides of a situation using an enquiry approach.
- Offering opportunities and support to reconcile and restore through Restorative Practice.
- Verbal recognition when behaviour has improved•
- Giving ALL children a responsibility to ensure they have a sense of community and purpose which raises their self-esteem and value.

**Adults will:**

- Greet each child warmly each morning using their name and making eye contact.
- 'Include morning circle' daily to foster a sense of community.
- Enable children to use Zones of Regulation to communicate emotional state
- Embed the values of "Be Kind, Be Responsible, Be Ready" in everyday practice and communication.
- Display and actively reference the 3Rs to reinforce expectations and shared values.
- Plan engaging, challenging lessons that meet the needs of all learners.
- Maintain a calm, consistently positive approach in all interactions.
- Use moments of poor behaviour with the 3Rs as opportunities for meaningful dialogue and growth.
- Stay professionally curious—recognise that behaviour is a form of communication.
- Respond to behaviours promptly and guide children in reflecting on their actions to support learning of our Brilliant Boxgrove Behaviours.

**The Headteacher and Deputy Headteacher will:**

1. Warmly welcome children and adults at the start of each day.
2. Be a visible, supportive presence—especially during transitions.
3. Celebrate those who go above and beyond expectations.
4. Share and highlight examples of good practice regularly.
5. Use observations, feedback, and stakeholder voice to evaluate behaviour policy and practice.
6. Review provision regularly for learners whose needs fall outside standard policies..

**Ways we celebrate and notice:**

1. We recognise and reward learners who go above and beyond expectations, especially when they demonstrate our Brilliant Boxgrove Behaviours.
2. Staff understand the impact of specific praise in creating a positive classroom atmosphere. For some children, a quiet word of encouragement can be as powerful as a public celebration.
3. Praise is central to building strong relationships, and adults tailor their approach to meet each child's individual needs.

**Positive rewards may include:**

- **Celebration Assembly:** Each week, one child per year group is recognised in the Golden Book of Learning for outstanding learning behaviours, social conduct, or alignment with the half-term's Worship value. The pupils will then have a treat such as going to the park, creating a piece of art, playing with the bubble machine to

celebrate together at the end of the half term.

- **Positive Verbal Feedback to Parents:** Staff share praise with parents/carers—either in person or via phone—when a child has gone above and beyond in demonstrating positive learning behaviours.

- **Stickers and Certificates:** Physical rewards may be given for showing Brilliant Boxgrove Behaviours, with consideration for each child's developmental stage and needs.

**Note: Sweet treats are not used to reward positive behaviour or learning. Children may begin to associate good behaviour or learning with receiving food, which can lead to emotional eating patterns or expectations that good behaviour always results in a tangible reward.**

## 7. Restorative Practice and Enquiry

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

**In our school Restorative Practice is underpinned by:**

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

**Restorative Enquiry Process**

The steps taken and questions asked are:

- Any first aid treatment is provided should a child be physically hurt
- Children are asked questions in relation to the incident.
- Questions are asked as soon as is practical and a child is emotionally ready to answer*
- Once children have answered the questions, a solution, an apology and restoration are sought.
- A natural and logical consequence will be used.
- Where necessary parents will be informed.

**The Questions**

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

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

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

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

## 8. Zones of Regulation AND Regulation stations

The Zones of Regulation is a framework designed to help individuals—especially children—develop self-regulation and emotional control.

The 4 Zones relate to different emotional states and the related feelings children experience. Adults will support children with the language they need to communicate feelings by:

- Teaching and talking about emotions and feelings as part of daily practice
- Teaching children about their brain and the link between emotions and behaviour
- Create display spaces for emotional literacy within the classroom
- Provide opportunities for regulation as part of everyday practice
- Ensure children are able to access regulation materials / spaces

Children can regulate in class or in an agreed space using a 'Regulation Station'. The children are *taught* to use these and have access to various calming strategies and tools to help them. If they cannot do this independently, then children will be given the opportunity to co-regulate with an adult.

## 9. Continued and repeated Challenging Behaviour

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

**We will:**

- **ensure that Restorative Enquiry has been used correctly**
- **ensure that any underlying, unmet need has been explored**

- **discuss with pupils what is leading to negative behaviours**
- **explore with families any circumstances which may be compounding behaviour**

**Consistent unacceptable behaviour, bullying or behaviour which is Physical, Verbal, Sexual or racial is logged in a central Behaviour Log. All classes and staff room have printed forms.**

## 10. De-escalation Steps for Unacceptable Behaviour

1. Use Zones of Regulation to try and offer the opportunity to understand the pupil's emotional or physical need.
2. Adult verbal reminders and use of Class Charter to highlight which one of 3R's needs to be improved.
3. If behaviour does not improve and repeat behaviour seen, time out 'in' a space close to or within the classroom for a period of cooling down/reflection. Adult to offer opportunity to co-regulate if needed and to return after this time limited period. This should NOT be seen as being 'sent out and shaming' but framed as:

   *'I can see you need some time to work out how to connect back to the GREEN Zone and learning / remember our 3Rs – lets take that time and then we can talk again"*
4. Discussion with an adult about the behaviour (using restorative practice)
5. Time out sessions in a different space.
6. Removing a child from a situation (asking them or others to move)
7. Withdrawal of privileges/freedoms, such as a play-time, the reasons for this being clearly explained and linked to the 3R's – *eg: You have kicked a friend and I therefore do not believe you are being a responsible learner currently. We all have the right to be safe and right now you are going to take some time to reflect and repair the actions you took.*
8. Referral to the Leadership team and Informing parents and/or involving parents in discussion
9. Consequences should be where possible actioned on the day. For very young and neuro- divergent children, it can be challenging to carry a consequence into the next day.
10. Where a pupil is required to spend some of their play time in reflection and repair, they will still need the opportunity to 'move and have fresh air. This can be facilitated by a Teaching assistant after morning play or lunch.

## 11. Persistent and Frequent Unacceptable Behaviour

From time to time a child may have problems which result in persistent unacceptable behaviour.
It is our school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies.

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

**Strategies for dealing with Persistent unacceptable behaviour may include:**

- Regular discussion with children and parents
- Individual Learning Plan put in place to provide SMART targets to improve specific behaviours
- Knowing individual children well, and seeking to understand possible triggers for their behaviour and avoid or manage those triggers
- Home link book to record a weekly overview of behaviour to celebrate positive behaviours, address any problems that have arisen and resulting discussion.
- Tracking the progress of a child's behaviour in class, lunch play and playtime
- Structured learning time, where the pupil spends time in school but learns in a separate environment from their peers.
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies: LBAT team/ Educational Psychologist
- Nurture group / individual support to work on SMART targets
- Reduced timetable ( in line with County Guidance)
- Fixed-term suspension.
- Permanent Exclusion.

**Positive handling**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. (See Positive Handling Policy). The actions that we take are in line with government guidelines on the restraint of children. Careful logs and records will be kept, and parents will always be informed if a physical intervention has been used.

**Emergency Physical Intervention**

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

**Managed Moves**

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

## 12. Fixed-term Suspensions and permanent exclusions

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of the individual child, others or damage to property could result in a fixed-term suspension.
Only the Head teacher has the power to suspend or exclude a pupil from school, fixed term or permanently. **However,** in the absence of the Head, the Deputy Head may suspend a pupil, ensuring process and policy is followed and the Head Teacher informed as soon as reasonably possible.

The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In severe cases if fixed term suspensions do not help the pupil, a permanent exclusion can be enforced. It is also possible for the Head teacher to convert fixed-term suspension into a permanent exclusion if the circumstances warrant this.

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

**Permanent exclusion** is a serious and final step in the school's behaviour management process. It will only be used in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.

**Reasons for Permanent Exclusion may include (but are not limited to):**

1. Serious physical assault against a pupil or member of staff.
2. Persistent disruptive behaviour that undermines the learning environment.
3. Possession or use of prohibited items
4. Threatening behaviour or verbal abuse towards staff or pupils.
5. Significant damage to school property.

**Decision-making process:**

The Headteacher will consider all relevant evidence, including the pupil's behaviour record, any support provided, and the impact on the school community.

Parents/carers will be informed immediately and provided with written notification of the decision and the reasons for exclusion.

The school will follow statutory guidance as set out in the Department for Education's Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.

## 13. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over time

- Difficult to defend against

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

## 14. Roles and responsibilities

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

**The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body.
The headteacher will also approve this policy.
The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
The headteacher will seek relevant training to support staff and pupils in achieving the aims of this policy.

**Staff** are responsible for:

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

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

**Parents** are expected to:

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

## Monitoring arrangements

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

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

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

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

Appendix 1

**Typical Behaviour and Development**

**Please note:** Children develop at different rates. The behaviours below are typical indicators and should not be used in isolation to determine whether a child requires additional support.

| Age | Typical Behaviours |
|---|---|
| **4 years** | Increasingly independent and sociable; enjoys imaginative play; can negotiate and express feelings verbally; understands routines and expectations; may argue, seek attention through inappropriate behaviour, or blame others for mistakes. |
| **4-5 years** | Growing confidence and self-assurance; more purposeful and able to persist with activities; developing skills in sharing and taking turns; may still be stubborn, argumentative, or need reassurance when tired or unwell. |
| **5 years** | More self-controlled and independent; seeks adult approval; understands when behaviour is unacceptable; enjoys competition; may become argumentative or frustrated and still needs adult support to regulate emotions. |
| **6 years** | Enthusiastic, curious, and competitive; enjoys showing achievements; may struggle with criticism, losing, or failure; can be emotionally sensitive, stubborn, or impulsive. |
| **7 years** | Generally calmer and more reflective; enjoys thinking and planning; developing greater self-control; may question rules, become moody, or be easily disappointed. |
| **8 years** | Talkative, expressive, and eager to achieve; enjoys challenges and praise; may exaggerate, boast, be highly sensitive to criticism, or blame others when things go wrong. |
| **9 years** | More responsible, dependable, and independent; developing a stronger sense of fairness and accountability; may experience mood swings, anxiety, restlessness, or self-criticism. |
| **10 years** | Generally content and cooperative; enjoys friendships, groups, and learning; shows a strong sense of right and wrong; becoming increasingly caring, thoughtful, and socially aware. |
| **11 years** | Curious, energetic, and sociable; developing independence and self-assertion; emotions can fluctuate significantly; may be impulsive, resistant to imposed tasks, and increasingly influenced by the changes of early adolescence. |

Appendix 2

# Boxgrove CE Primary School
# Behaviour Concern Log

**Remember this form:**

- **Is not for Safeguarding concerns ( eg: Child on child sexual behaviours)**
- **Is for incidents which are of a serious nature and will require contact with families.**
- **Should be pupil centred**
- **Should be completed by the person logging the concern.**
- **Must be seen by the Class teacher prior handing it to the Headteacher (unless a supply in place)**
- **Should use initials of any other children involved to protect identity for GDPR.**
- **Must be dated and signed.**

Adult completing form: _____ Signed: _____

**Name of Child**: _____

**DATE:** _____ **Time of Incident** _____ **Location** _____

**Physical to adult** ☐ **Child on child physical** ☐ **Child on child verbal** ☐ **Damage to property** ☐

Brief outline of what happened?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Brief description if injuries sustained or damage to property?

_____

_____

_____

_____

_____

**PTO**

What child was thinking and feeling at the time of the incident and subsequently?

_____

_____

_____

_____

_____

_____

_____

_____

Pupil voice of any other children involved.

_____

_____

_____

_____

_____

_____

_____

_____

Brief outline of any consequence and action taken

_____

_____

_____

_____

_____

Parents informed by: (name) _____ Email / phone / in person.

Any further action by Headteacher:

_____

_____

_____

_____

Signed: _____