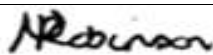




Behaviour & Relationships Policy.

Together we learn, grow and achieve.

Arrow Valley First School is a happy, thriving community where every child is valued and supported to succeed. We believe that **every child has every chance, every day**, to flourish—academically, socially and emotionally.

Recommended by:	Executive Principal
Recommendation Date:	July 2026
Ratified by:	LAGB
Signed:	
Position on the Board:	Chair of LAGB
Ratification Date	8 th July 2026
Next Review:	July 2027
Policy Tier	School

Behaviour & Relationship Policy

We aim to help children to take personal responsibility for their own behaviour. Pupils should conduct themselves appropriately and calmly showing an exemplary level of respect for each other and adults. Aggressive behaviour, whether it is verbal or physical, is not acceptable.



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Neither is dismissive, rude or disrespectful behaviour. We strive to ensure that our school is a safe, secure and happy place in which children can actively learn and develop.

At Arrow Valley we encourage good behaviour by a positive approach. We praise good behaviour and strive to build up the self-esteem of individuals. We aim to teach our children self-discipline, co-operation, respect and tolerance, as well as a positive sense of self-worth.

We aim to inform parents about their child's behaviour through both informal and formal meetings.

CORE PRINCIPLES:

- Use the language of choice (good choices and poor choices).
- Actively build trust and rapport.
- Model the behaviour you want to see.
- Always follow up on issues that count.
- Keep calm when responding to bad behaviour.

1. Roles and responsibilities

Please see CRST [‘Behaviour Principles’](#)

The Principal will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of [‘Behaviour Principles’](#) made by the Trust Board and having any regard to guidance provided by the CRST on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the LGB on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.



The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCO will be responsible for:

- Collaborating with the governing board, Principal and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Provide the following to support staff
 - Regular professional development and training on behaviour and related issues
 - Advice and support from colleagues
 - BAR (Behaviour Approach Reflection) team meetings in response to need
 - When referrals are needed to other external agencies the member of SENDCO will consult with the staff

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.



- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENDCO.
 - Executive Principal
 - Vice/Assistant Principal
- As authorised by the Principal, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

2. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008



- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for Principals and school staff'
- DfE most recent addition of 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

Rewards and sanctions:

Children demonstrating regular and consistent behavioural difficulties must be identified as quickly as possible. Consistent poor behaviour will trigger an early discussion with parents.

Children are given the choice as to their behaviour but must be made aware of the consequences of their response. Consequences must occur. The consequences of the choices made, either good or bad, may be seen as rewards or sanctions which are used deliberately to promote and encourage good behaviour.

Rewards:

At Arrow Valley we consider the following to be pointers which must be adhered to in order for the rewards to be considered effective:

- Rewards should be given immediately or as quickly as possible and not deferred.
- Rewards should be given, which the children consider to be satisfying.
- Acceptable, good behaviour should be rewarded consistently and frequently.
- Children should only expect a reward when they have done as asked. As acceptable behaviour becomes established, children should expect tangible rewards to be replaced by social ones and that rewards may be less frequently received and for higher standards of behaviour or work.

The following list of rewards is felt appropriate for our school:

- Verbal praise.
- Class Dojo Points
- Praise and reward from other children and staff.
- Vice, Assistant or Principal praise for individual or class achievement.



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- Informal messages to parent(s) acknowledging achievement e.g., a quiet word, short note or showing work to a parent.
- Achievements shown to a school values assembly.
- All children earn five minutes reward time each day for not good learning behaviours, this is banked until a Friday when they receive up to 30 minutes 'Golden Time'.

Sanctions:

It is important that sanctions should be seen as fair and not applied without the child having a clear understanding of the reason for the sanction.

At Arrow Valley we consider that when sanctions are used the following points must be adhered to. It is based on a system during learning time, playtime and lunchtime.

- Sanctions should be applied calmly, not in anger, and always consistently.
- A private reprimand should be the initial aim to ensure that the child is not rewarded with too much individual public attention.
- All sanctions should be tempered positively. Children should expect further guidance about future behaviour.
- The action should be seen as the focus of the sanction not the child.
- Sanctions should be applied as soon as possible after actions.
- Sanctions must be appropriate to the actions.

The following may be acceptable sanctions:

- Loss of individual or class privileges.
- Loss of playtimes.
- Removal from clubs.
- Completion of work if work related behaviour has been involved.

Children restart each lesson afresh and should start each day afresh unless unavoidable.

Line Management of pupil behaviour:

- Class teacher; informal chat with parents. This will be at the discretion of the teacher.
- Vice Principal / Assistant Principal ; for praise as well as discipline.
- Executive Principal; for praise as well as discipline.
- Behaviour chart for poor choices at lunchtime, learning time and playtime. (3 times on the chart and parents are requested to come in and speak with the Vice Principal to set targets.)
- Calling in outside agencies e.g., Educational Psychologist/ Social Worker/CCN/BSS etc.



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Lunchtime sanctions:

- Step 1: Quiet word
- Step 2: 5 minutes out to reflect
- Step 3: Change of face
- Step 4: For serious or aggressive behaviour child is sent to / or send for VP / AP

Lunchtime rewards:

- Dojo points
- Special stickers

Class time sanctions:

Step 1: Quiet word / raised eyebrow.

- Step 2: 5 minutes out to use regulation station, additional 5 mins if necessary
- Step 3: Change of face - AA or Teacher
- Step 4: For persistent minor disruption sent to another class for ten minutes
- Step 5: Sent to AV/VP for persistent disruption
- Step 6: Parents called in for meeting if poor behaviour persists.
- Step 7: PSP meetings scheduled regularly.

For serious behaviour straight to step 5.

We deem the following behaviour to be unacceptable at our school and steps will be taken to ensure such behaviour is dealt with in the appropriate manner.

1. Repeated Bullying – physical, verbal or emotional
2. Behaviour which results in another pupil being seriously injured.
3. Verbal abuse, swearing, racist or threatening language towards a child or adult
4. Persistent disruptive behaviour
5. Acts of physical aggression/violence towards another pupil or adult
6. Possession of an offensive weapon
7. Possession of an illegal drug (including tobacco and alcohol)
8. Sexual violence or sexual harassment
9. Nude images
10. Initiation / hazing type violence and rituals

Children displaying behavioural difficulties will be screened by our Thrive Practitioner to see if there are specific needs that have not been met creating an issue for the child. If the child is deemed to be working below the desired Thrive level, then the child will receive a programme of support from the Thrive Practitioner until the child is able to regulate or has strategies to deal with the issues, they are creating an issue for them.



If the child has serious behavioural or emotional difficulties, Beacon Support Services may need to be contacted to give support after observing the child. For this to take place parents will be required to give their consent and then remain in consultation with the school as well as the services.

The Executive Principal has the right to temporarily suspend or permanently exclude any pupil whose poor behaviour is serious and/or persistent. For the child at risk of suspension or exclusion, a Pastoral Support Plan will be implemented to help the child. This will initially be in place for six weeks and will be regularly monitored by a recognised service.

Arrow Valley School Rules:

These are the agreed school rules:

- Respect other people and their property
- Be kind, helpful and friendly
- Stay safe and keep others safe
- Be honest and sensible
- Always do your best!

To support children's understanding of the rules and to bring consistency in practice, staff have agreed the following strategies to remind children of the expected behaviour:

1. RWI Hand signals
2. RWI Transition methods – 1 stand up, 2 walk, 3 sit down.
3. Lining up – First whistle – stop, wait for instruction to line up.
4. Walk around corridors sensibly - all staff to make sure this happens.
5. No hands up unless teacher says so.
6. Zero tolerance of calling out or talking whilst the teacher is.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.



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- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Valley Values

To promote the importance of the values and attributes of good citizens and develop life-long social skills, all stakeholders (pupils, parents, staff, governors) have developed the five key attributes we expect our children to demonstrate.

These are: we are kind, safe, hardworking, honest, respectful and resilient

These five key areas have been developed considering the new challenges our children are facing in the ever-changing world. Above all, when children leave Arrow Valley First School, they need an intrinsic understanding of these five values so that they can enter the wider world equipped with fundamental life skills to help them succeed and thrive in society.

Arrow Valley non-negotiables:

- **We listen to the adults**
- **We follow our adults’ instructions**
- **We do not disturb the learning**

Zones of regulation

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or ‘Zones’ blue, green, yellow and red.

Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.



Appendix

Additional behavioural concerns. (added April 2023)

1. Searching, screening, and confiscation.

Under the Education and Inspections Act (2006) the Principal and authorised staff have a statutory power to search a pupil or pupils or their possessions, without consent, where we have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- weapons
- alcohol
- mobile phones
- games consoles
- medicines
- legal drugs
- illegal drugs
- stolen items
- cigarettes/cigarette papers
- fireworks
- inappropriate images
- any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence to cause personal injury to, or damage to the property of any person (including the pupil)
- use of mobile phones

Any pupil found to be in breach of any aspect of this policy will have the offending articles confiscated. In most cases, fireworks, alcohol, cigarettes/cigarette papers, mobile phone, MP3 player or games console will be returned to the parent/carer. Although in the unlikely event of this becoming more serious, they may be surrendered to the police. Illegal drugs, stolen items, inappropriate images, featuring children or any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence to cause personal injury to, or damage to the property of, any person (including the student) will be surrendered to the police.



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For regulations regarding searching, screening and confiscation within schools, please refer to the DfE guidance at: <http://www.education.gov.uk/aboutdfe/advice/f0076897/screening-searchingandconfiscation>

2. The power to use reasonable force or make other physical contact with a pupil.

Positive Handling

As a school we have a duty of care to all children and adults within the school. Therefore, occasionally, physical interventions are used in school by fully trained 'Team Teach' staff but only as a last resort.

Physical interventions are only a small part of a broader range of positive handling strategies to address the needs of those whose behaviour presents a challenge. Physical techniques are based on providing the maximum amount of care, control and therapeutic support.

Our key message is: 'we care about you and will keep you safe.' Any physical intervention has minimum force for the shortest time to ensure safety. Although staff are legally empowered to use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption, we focus on the interests of the child and in so doing reflect on these questions:

- How was this intervention in the best interests of the child?
- Why was it absolutely necessary?
- How was it reasonable and proportionate?

Any physical intervention follows specific protocol and procedures which can be found in the Positive Handling Policy. All positive handling incidents are recorded in a specific 'Bound and Numbered' book. This is then given to parents to read and to sign on the day that the intervention.

3. The power to discipline beyond the school gate.

Off-site and online behaviour

Sanctions may be applied where a pupil has misbehaved off-site or online when representing the school, such as on a school trip or on the bus on the way to or from school. A sanction may be applied for misbehaviour where the child is wearing the school uniform or is in some other way identifiable as a pupil of the school.

Sanctions may be applied for misbehaviour at any time, including misbehaviour online, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school; or poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school.



4. When a multi-agency assessment should be considered for pupils.

Pastoral Support Plans

Pupils whose behaviour is deteriorating will be subject to a Pastoral Support Plan (PSP). The aim of a PSP is to intervene and support a pupil in improving their behaviour and to try to avoid exclusion. Parents will be contacted to attend a meeting when such a plan is put into place. This PSP focuses on a pupil's strengths and areas of concern. It also includes a set of targets for the pupils and builds in regular reviews. It may also involve internal and external support, for example, staff mentoring, SENDCO input, the Education Psychology Service, Behaviour Support Service, or School nurse, who may be able to offer extra targeted support for the pupil. The PSP will consider all issues and set out an achievable and realistic support for the pupil.

Pastoral care for school staff accused of misconduct.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

INVOLVEMENT – THE WAY TO OWNERSHIP:

It is hoped that by sharing the content of this behaviour and discipline document, it will become a "Living Document" – realistic, regularly reviewed, developed and updated and understood by children, parents and governors.

This document provides wide unity of practice in supporting and enriching the development of our children, their happiness and their ability to manage themselves, in an increasingly complex world. Self-discipline as well as a shared understanding and purpose makes behaviour management a worthwhile enterprise.

Please also refer to.

- CRST Suspension and exclusions policy
- CRST Online safety policy
- Safeguarding policy