

Elham Church of England Primary School

Creating lifelong learners guided by God's teaching.



Behaviour and Positive Relationships Policy

April 2026

This is a core policy that forms part of the induction for all staff.

It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

This policy runs alongside our Child Protection and Safeguarding Policy.

It should be read in conjunction with the SEND policy, anti-bullying policy, staff code of conduct policy and the policies for teaching and learning.

Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy:
(Joseph Magliocco, Headteacher)

Designated Safeguarding Lead(s):

- Mr Joseph Magliocco (Lead DSL)
- Mrs Victoria Hall (SENCO, DDSL)
 - Mrs Alex Grady (DDSL)

Date written: 31st March 2026

Date of last update: 31st March 2026

Date agreed and ratified by Governing body on: 20th May 2026

Date of next full review: January 2027

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Our School Vision

At Elham, we believe that every child is a unique gift from God, with their own potential to flourish and grow. Guided by Christian faith and love, our school is a nurturing community where all are welcomed, valued, and inspired to aim high, act with compassion, and live with integrity. We instill a deep sense of **faith**, hope, and purpose, encouraging our pupils to act with **empathy** and serve others with love.

We are committed to **achievement for all**, ensuring that every child—regardless of background or starting point—is supported and challenged to thrive. We are guided by a belief in encouraging children to dream boldly and persevere with purpose. Learning is our purpose and commitment.

We are a **community**, deeply rooted in our rural location and influenced strongly by our local parish. We are here for our children and their families, and we recognise the central role we play as a part of our village.

We celebrate ambition and through a rich and inclusive curriculum, we help our children grow into confident, kind, and thoughtful individuals who make a positive difference in the world.

Our Narrative

New Living Translation John 6:5-14 Jesus Feeds the Five Thousand

5 Jesus soon saw a huge crowd of people coming to look for him. Turning to Philip, he asked, "Where can we buy bread to feed all these people?" 6 He was testing Philip, for he already knew what he was going to do.

7 Philip replied, "Even if we worked for months, we wouldn't have enough money^[a] to feed them!" 8 Then Andrew, Simon Peter's brother, spoke up. 9 "There's a young boy here with five barley loaves and two fish. But what good is that with this huge crowd?"

10 "Tell everyone to sit down," Jesus said. So they all sat down on the grassy slopes. (The men alone numbered about 5,000.) 11 Then Jesus took the loaves, gave thanks to God, and distributed them to the people. Afterwards he did the same with the fish. And they all ate as much as they wanted. 12 After everyone was full, Jesus told his disciples, "Now gather the leftovers, so that nothing is wasted." 13 So they picked up

the pieces and filled twelve baskets with scraps left by the people who had eaten from the five barley loaves. 14 When the people saw him^[b] do this miraculous sign, they exclaimed, "Surely, he is the Prophet we have been expecting!"^[c]

Rationale

At Elham Church of England Primary School we aim to provide a happy, safe and nurturing environment for all those who learn, work here or visit. We encourage an atmosphere whereby all pupils are able to learn and all teachers are able to teach, rooted in our Christian ethos and our values of Faith, Achievement, Community and Empathy.

We expect all members of the school community to take responsibility for their own behaviour, to treat each other with respect and kindness at all times. The purpose of this policy is to give a clear code of conduct for all at Elham Church of England Primary School.

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

The policy will be responsive to changes within the school.

Principles

At Elham Church of England Primary School we:

- We have faith in ourselves and one another, based on honesty, trust and respect
- We care for everybody within our community and the wider community
- We demonstrate empathy to others and show compassion
- We support the achievement of ourselves and others by behaving in ways that supports high quality teaching and learning

We maintain consistently high expectations of behaviour for all pupils. We recognise that some pupils may have additional needs, including SEND, social, emotional or mental health needs, or experiences of trauma, which can impact their behaviour.

Where this is the case, appropriate adjustments will be made to support pupils in meeting our expectations and accessing the curriculum. While the support and responses may be adapted, our expectations of respectful, safe and responsible behaviour remain the same for all members of our school community.

Intent

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon positive, trusting relationships and a process of co-operative team work.

- To ensure a whole school approach which is used by all staff in the school consistently.
- To ensure physical and emotional safety.
- To provide clear boundaries for acceptable behaviour.
- To promote an outlook for behaviour which frames expectations in a positive rather than punitive way.
- To encourage increasing independence and self-reflection so that each child learns to accept responsibility for their own behaviour.
- To provide both a system of rewards to encourage good behaviour and also a system of consequences which are consistently used.
- To provide coaching opportunities alongside consequences for some who need further support.
- To involve parents and carers throughout the process and to keep them informed, working as a partnership.

Impact

Behaviour at Elham Church of England Primary School is a strength. Our children are role-models to each other for how to learn and respect each other and our school. All processes are rooted in a calm, nurturing and positive ethos which emphasises mutual respect between all. Classrooms are calm, purposeful and happy. Children demonstrate high levels of engagement and interest in their learning. Learners are supported to meet our expectations whatever their background, and the school is an inclusive environment. Children are polite, helpful and kind.

Rights

Every child has the right to feel safe, secure and happy. To achieve this we believe the child must:

- Have clearly defined boundaries within school
- Feel valued, respected, appreciated, and know people who will listen to them in a kind and respectful way
- Be treated fairly and with consistency
- Have a learning environment of good quality that is conducive to learning

Adults working in the school have a right to:

- Be treated with respect and courtesy
- Feel valued and appreciated
- Be safe
- Receive appropriate training to enable them to carry out the roles expected of them

Responsibilities

All members of the school community work towards the school aims by:

- Acting in a Christ-like manner
- Uphold high expectations of behaviour and attitudes for all members of the school community
- Treating all children and adults as individuals and respecting their rights, values and beliefs, rooted in our Christian values and ethos.
- Developing a culture of mutual respect, with an emphasis on positive relationships
- Offering equal opportunities in all aspects and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships and behaviours
- Rejecting all bullying or harassment in any form, in line with the school's Anti-Bullying Policy
- Knowing expectations for behaviour and applying these consistently and fairly
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging each other

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Teachers can discipline pupils at any time that the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers can confiscate pupils' property in order to support safety and/or teaching and learning.

Parents and carers

Parents and carers should:

- Support the school with their child's behaviour
- Know and understand the school's Behaviour and Positive Relationships Policy and reinforce it at home where appropriate

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following:

- The expectations of behaviour, the school values and the school's rules
- The reasons why we have a Behaviour and Positive Relationships Policy and the importance of following it
- The rewards they can earn for meeting the behaviour expectations, and the consequences they will face if they don't meet them
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards through the explicit teaching of our school rules and behaviour expectations, a consistency of application, a culture of praise and positivity and a focus on reflection when expectations are not met.

Pupils' conduct outside the school premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

At Elham Church of England Primary School we will respond to all criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. We will involve parents and if necessary the police or other outside agencies.

Consequences will be imposed for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school

- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Teaching Positive Behaviour

At Elham Church of England Primary School, we have consistently high expectations of behaviour for all pupils. We believe that all children can learn to behave well and want to succeed. Positive behaviour is explicitly taught, modelled and reinforced by all staff, and underpins a safe, calm and disruption-free environment in which all pupils can learn effectively.

When children join our school, they are explicitly taught our behaviour expectations. These expectations are revisited regularly and embedded through clear routines and consistent practice across the school day.

We draw on principles from the THRIVE approach. We recognise that behaviour is a form of communication and may reflect a pupil's social and emotional development, not just their chronological age. Staff use this understanding to inform supportive and proportionate responses. This does not reduce our expectations; rather, it ensures that all pupils are supported to meet them.

Where children are struggling to meet our expectations, we seek to identify any gaps or interruptions in their development or understanding which may be contributing to their behaviour. We then provide targeted support to address these needs, which may include approaches such as play therapy or Talking and Drawing.

All instances of negative behaviour are addressed using a reflective and restorative approach, alongside clear and proportionate consequences. Our responses prioritise safety, understanding and learning, ensuring that pupils are supported to reflect on their behaviour and make positive changes.

We believe it is the responsibility of all staff to actively teach and reinforce positive behaviour throughout the day by:

- modelling expected behaviours and attitudes
- establishing and maintaining clear boundaries
- demonstrating empathy and understanding
- listening to pupils and valuing their perspectives
- showing respect to all members of the school community
- providing clear, specific and constructive feedback
- applying behaviour responses consistently and fairly

Whole School Values

As part of having a shared vision, whole school values were discussed and agreed with staff, governors and children. These values are shared and displayed within the school community.

Our approach ensures that all pupils experience a consistent, fair and predictable response to behaviour. The school has four key values which are:

- **Faith** - Trust in yourself, trust in others and a belief that, with effort, we can achieve our goals.
- **Achievement** - We are striving to be the best we can be in all that we do, academically, sporting, artistic, for both children and staff.
- **Community** - Our school is a key part of the community and children are taught to respect, promote and value the power of teamwork and unity, both in school, locally, and globally.
- **Empathy** - Demonstrating kindness and compassion in all our actions and decisions.

Our school values underpin our positive behaviour approach, with children awarded ClassDojo points which are directly linked to the values. These values are regularly discussed and referred to throughout the school day, with a particular focus in Collective Worship. Children are asked to consider ways that they can demonstrate our school values and what it means to show them.

Rewards

We place a strong emphasis on positive reinforcement, while maintaining clear and consistent consequences. Good behaviour is encouraged through the use of praise and a system of rewards. Rewards are used to:

- Encourage good behaviour
- Create a positive environment
- Help teach behaviour and establish positive relationships
- Increase self-esteem

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive rewards. Children's success both in their work and behaviour will be measured against their previous performance. We use a consistent approach and rewards system across the school which includes:

- Stickers
- ClassDojo points linked to our school values
- Values Awards of the week
- Community Cup
- Values Awards for the term
- Rewards and treats in recognition of whole class achievements

When things go wrong

When pupils find it tricky to follow our expectations, consequences are used alongside coaching. This follows a process which is clear and consistent across the school. Initially, a child will receive a verbal reminder of the expectations. If children do not change their behaviour, they will then receive their name on the board as a verbal and written reminder. Where this still does not alter behaviour, children will lose 5 minutes of playtime, then 10 minutes of playtime. If a child has still not corrected their behaviour, they will then be removed from the classroom for a period of reflection time. Staff may use professional judgement to adapt responses where

appropriate, particularly for pupils with additional needs, while maintaining consistency and fairness.

All missed playtime, and whenever a child has been removed from a lesson, a reflective conversation takes place between the child and an adult. This involves a discussion about what their negative behaviour was, why it was having a negative effect on their own learning and the learning of others, and what they should do differently next time. Discussions focus on the behaviour, its impact, and how to make better choices in the future, rather than placing undue emphasis on justification.

Whatever the incident, staff will always approach it in a calm, professional and empathetic manner.

For some more serious incidents, such as fighting or damaging school property, a child's parents and carers may be invited to discuss the incident with leadership. All of these more serious incidents should be recorded internally on our safeguarding system CPOMS.

This approach ensures that learning time is protected and disruption is minimised for all pupils.

Record Keeping

For pupils causing concern a record of instances of misbehaviour will be logged using CPOMS. Records are reviewed by the SLT and Phase Leaders. Children who are struggling consistently with meeting expectations may be offered additional support with their behaviour. This is assessed on a child by child basis, as no two children or behaviours are the same. Some possible supports include a child going on 'report', an additional SEMH intervention (such as Play Therapy) or a meeting with parents and carers.

Involving Parents and Carers

Parents and carers are encouraged to take an active part in the school, and in particular the attendance and behaviour of their child. We believe it is essential to establish trusting relationships with all parents and carers so that we can work together in partnership to teach all children positive behaviour. It is the aim of the school to inform parents and carers about their child's positive behaviour. Positive feedback is given to parents through a range of strategies:

- Positive conversations at drop-off or pick-up
- Messages home via ClassDojo
- Telephone calls
- Parent Teacher Consultations
- Values Award Certificates
- Letters from the headteacher

If there is concern about a child's behaviour, his or her parents and carers will be invited to talk to the class teacher. This will allow the teacher to find out if there are any factors that might be affecting the child. The teacher and parent or carer can then work together to try to put

measures in place to improve the child's behaviour. Throughout this procedure parents and carers are kept informed. Sometimes if behaviour is monitored, a home/school contact book may be started.

It is hoped that the pupil will make progress but sometimes if unacceptable behaviour continues, more support will be needed. The class teacher will then discuss ways to improve this child's behaviour with the Inclusion Team. An 'Individual Behaviour Plan' will be written and discussed with the parent and carers and child.

Individual Behaviour Plans/ Pastoral Support Plan (PSP)

For pupils causing significant behaviour concerns, an Individual Behaviour Plan will be formulated and agreed with all appropriate parties including the child and parents. The school rules will still need to be followed. The school's expectations remain the same; however, adjustments may be made to the support provided, the strategies used, and the way consequences are applied. The plan will be reviewed weekly or fortnightly. If there has been progress, the programme will be stopped. If progress has been very slow then a referral might be made to external agencies (e.g. Local Authority or Community of Schools).

Training

Members of staff will be encouraged to attend courses and to share 'good practice' throughout the school. In school training will also take place. Parenting courses are also available for parents and the school can sign post them to these.

Search Powers and Confiscation

(in line with DfE 'Searching, Screening and Confiscation' guidance, 2022)

Searching, Screening and Confiscation

In line with guidance from the Department for Education, school staff may search pupils or their possessions where it is necessary to maintain safety and good order.

Searching with consent

Staff may search a pupil or their possessions with their consent. This may include asking a pupil to open their bag or empty their pockets. If a pupil refuses, this may be treated as a behavioural matter and dealt with in line with the school's behaviour policy.

Searching without consent

The Headteacher, and staff authorised by the Headteacher, have the legal power to search a pupil or their possessions without consent where there are reasonable grounds to suspect that the pupil is carrying a prohibited item.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any item that could be used to cause harm, commit an offence, or damage property

Staff may also search for items banned under school rules where this has been clearly communicated to pupils and parents (e.g. mobile phones not handed in at the start of the day).

Searches will be conducted in line with DfE guidance, with consideration given to:

- the safety and dignity of the pupil
- the presence of another member of staff where appropriate
- the need to act immediately where there is a risk of serious harm

Where appropriate, parents and carers will be informed of searches and any items confiscated.

Confiscation

Staff may confiscate any item that is prohibited or considered harmful to the safety, wellbeing or discipline of the school. Confiscated items will be dealt with in accordance with DfE guidance.

Restrictive Interventions, Including the Use of Reasonable Force

The school follows current guidance from the Department for Education regarding the use of restrictive interventions and reasonable force. Our approach prioritises prevention, de-escalation and the safety and dignity of all pupils.

We are committed to creating a calm, safe and supportive environment in which the need for restrictive intervention is minimised. Staff are expected to use positive behaviour strategies, early intervention and de-escalation techniques wherever possible.

Restrictive interventions, including the use of reasonable force, will only be used where necessary to prevent a pupil from:

- causing harm to themselves or others
- causing significant damage to property
- committing an offence
- seriously disrupting good order and discipline

Restrictive interventions are **used only as a last resort**, and never as a form of punishment. Any intervention will be **reasonable, proportionate and applied for the shortest time necessary**.

All members of staff have a legal power to use reasonable force in line with statutory guidance. The decision to use physical intervention will always be based on professional judgement and the specific circumstances of the situation, taking into account the needs of the pupil, including any SEND or additional vulnerabilities.

Where possible, pupils will be supported to regulate their behaviour through non-physical strategies before any restrictive intervention is considered.

Recording and Reporting

In line with statutory requirements (April 2026), all significant incidents involving the use of restrictive intervention or reasonable force will be:

- recorded promptly on CPOMS
- reviewed by senior leaders
- reported to parents and carers

Records will include details of the incident, the actions taken, and the outcome. The school will monitor patterns and trends in the use of restrictive interventions to ensure that practice remains appropriate, proportionate and in the best interests of pupils.

Reduced Timetables (Working together to improve school attendance DfE guidance August 2024)

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

Exceptional circumstances may include:

- There's a specific need for a pupil- eg medical condition
- It's in the pupils best interests
- It's on a temporary basis
- A family bereavement
- A pupil joining the school has significant needs and it is being used for transition

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

Suspensions & Exclusions (see separate policy)

Dealing With Allegations Against Staff Including Malicious and Unfounded Allegations

The Headteacher will follow current guidance from the Department for Education and will contact the Local Authority Designated Officer (LADO) for advice where required. If the allegation is determined to be deliberately invented or malicious, the Headteacher will consider whether disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he/she was not a pupil. <https://www.kelsi.org.uk/child-protection-and-safeguarding/LADO-Education-Safeguarding-Advisory-Service>

Bullying and Racist incidents (see complimentary policies)

Bullying is behaviour, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying will be treated as part of the Behaviour and Positive Relationships Policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

Racist incidents will also be dealt with as part of the Behaviour and Positive Relationships Policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed. We have a very strong anti-bullying policy and anti-racism policy which need to be read alongside the school's Behaviour and Positive Relationships Policy. All incidents of bullying and racist incidents are recorded using the KCC Digital Front Door and on our internal CPOMS records.

Bullying and racist incidents are monitored by the Governors.

Review

The policy will be reviewed at the end or beginning of each school year. Staff will also be kept updated with the policy at the beginning of each school year and also through our Induction training.

This policy has been developed with reference to the Department for Education document "Behaviour in Schools" (2022).

This policy was approved by the Governing Body on: 20th May 2026

**Signed: *Ed Robbins*
Chair of Governors**

Date: 20th May 2026

**Signed: *Joe Magliocco*
Headteacher**

Date: 20th May 2026