



BUCKLAND NEWTON
PRIMARY SCHOOL



Relationship and Behaviour Policy (inc Anti Bullying Strategy)

Ready, Respectful, Safe

**“ Let your Light Shine; on everyone, everywhere,
everyday” (Matthew 5:16)**

Version Number	1
Author of Policy	Phillip Sales (Headteacher)
Date Published	September 2025
Date for Review	Annually
Signed and Date	 September 2025

This policy is underpinned by our school motto:

**“ Let your Light Shine; on everyone, everywhere,
everyday”**

And our theological roots:



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven (Matthew 5:16)

1. POLICY STATEMENT

Buckland Newton Primary School is a school that is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Relationship and Behaviour policy guides staff to teach self-regulation not blind compliance. It is rooted in our Christian Vision and Values with a heavy emphasis on positive and respectful relationships between all.

2. LEGISLATION AND STATUTORY REQUIREMENTS

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

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Also - special educational needs and disability (SEND) code of practice.
- KCSIE
- SAST Behaviour Principles

3. PRINCIPLES OF OUR POLICY

At Buckland Newton Primary we believe that excellent behaviour management lies in the consistency of adults through a relational practice approach. We believe:

Every Child is one positive relationship away from being a success story (Josh Shipp)

Our approach is based on:

- Putting **relationships** first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect, and value for all members of the school community.
 - Being **'fair'** is not about everyone getting the same (equality) but about everyone getting what they need (equity). We will make sure that all adults and children understand this.
 - Behaviour is a form of **communication**. All of our staff will view behaviour as a communication of an emotional need (whether conscious or unconscious) and respond accordingly.
-

- Taking a **non-judgmental**, curious, and empathic attitude towards behaviour. We encourage all members of the school community to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- **Natural rewards and consequences** that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g., 'good choice/bad choice') is not always helpful. We aim to use non-judgemental positive language to support this.
- Behaviour must always be viewed systemically and within the context of important **relationships** (i.e., a relational communication pattern rather than an internal problem).
- Encouraging **parental engagement** and involvement is crucial when addressing and planning support for children's Social, Emotional and Mental Health (SEMH) needs. For some children this will require an agreed individual behaviour plan.

4. EXPECTATIONS FOR STAFF, PUPILS AND PARENTS

STAFF

- Meet and greet every child every morning.
- Model positive behaviours, build relationships, and respect
- Follow up everytime- retain ownership of our own behaviour scenarios
- Be mindful of their tone and body language at all times
- Plan lessons that engage, challenge, and meet the needs of all learners. - Refer to the Brilliant Buckland document for visual clues
- Verbal praise for children doing the correct things- wonderful walking, super sitting, great sharing.
- Refer to 'Ready, Respectful, Safe examples- **see Appendix 3**
- Never ignore or walk past learners who are not adhering to our school's vision and values.
- Ensure emotional check-ins with pupils and encourage positive eye contact when having conversations with children
- Use restorative questions, de-escalation script and positive phrasing (staff lanyards) **see Appendix 1**

PUPILS

- Meet and greet staff throughout the day
- Build relationships with staff and other pupils throughout the school
- Be ready, respectful and safe throughout the school day
- Support other children in the school to promote positive behaviour
- Be actively involved in lessons and show a thirst for learning
- Be polite and well mannered to everyone in our school.
- Look after each other and our school. No put downs, no teasing and no bad language.
- Walk sensibly around school.
- Treat all equipment including toilets and playtime equipment with care and respect
- Keep your hands and feet and other objects to yourself- kind hands and kind feet

PARENTS AND CARERS

Families will be expected to support their children and school by:

- Supporting their child in adhering to the school relationship and behaviour policy
- Using positive language, body language with all members of our school community
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Follow school expectations regarding attendance and punctuality.
- Attend meetings (including communication over the phone), regarding their child, when requested.

5. RECOGNITION AND REWARDS

In our school, we will continue to use a range of recognition and rewards that are appropriate for different children to suit their individual needs. These rewards and recognitions will be both individual and as part of a team. They will all encourage children to continually *let their lights shine*.

Children will therefore be rewarded by:

- Positive affirmations- record these in the school
- Stickers- given out for a variety of reasons
- House points- the team with the most points at the end of each term will earn money for their chosen charities

- Rewards individually for the amount of house points earned. Certificates will then be given to children. 100 for Bronze, 200 for Silver, 300 for Gold and 500 for Platinum, which will also include a book token
- Telephone calls home to parents to share positive behaviours and achievements
-
- Vision and Value Awards- this will link to a passport
- Pupil of the Week certificates
- Headteacher Awards and Postcards.

6. MANAGING BEHAVIOUR

6.1 Classroom/Teaching space

Engagement with learning is always the primary aim. For most learners, a gentle reminder or encouragement in the right direction is all that is needed. The main aim is to prevent before issuing sanctions. Although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning. Steps should always be used with care and consideration, considering individual needs where necessary. We need to praise the behaviour we want to see.

Steps to Support Behaviour- these steps are to enable all children's lights to continue to shine.

Steps	Actions (appropriate for the age of the child).	Image for child
1. Redirection	A gentle encouragement, a 'nudge' in the right direction, small act of kindness	
2. Reminder	A reminder of the expectations Ready, Respectful, Safe (Praise if child models a return to good behaviour).	
3. Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.	
4. Reflection Time	At this time the pupil will be asked to move in class or to an outside space, rainbow room to reflect before returning to class.	
5. Reset Time	At this point the learner will be referred internally to another room in the school for the remainder of the lesson. All internal referrals must be recorded on the School Behaviour Log on My Concern	

6. Formal Meeting	A meeting with the teacher, learner and a member of SLT, recorded on School Behaviour Log on My Concern.	
--------------------------	--	---

It may be necessary for different provisions to be put in place for learners with SEN needs and specific needs. This may be an individual behaviour plan.

6.2 Agreed Consequences to be used at appropriate points: (Age appropriate)

- Miss part of playtime with the child staying with adults at playtime. Adults to discuss with the child how much time the behaviour warrants e.g. aggressive behaviour would not warrant 5 minutes only.
- Finish work/miss all or part of lunchtime. Children missing any lunchtime should be taken to the SLT
- Supporting our school community: such as helping in the lunch hall, litter picking, tidying a cloakroom.

6.3 Play/Lunchtimes and Breakfast Club:

Behaviour expectations remain the same during lunchtimes. The following steps will be taken:

1. **Reminders** – quick, quiet reminders, delivered privately where possible. Give gentle encouragement. Remind them of **Ready, Respectful, Safe**.
2. **Repeat reminders** if necessary to de-escalate and decelerate. Praise where the child is modelling good behaviour.
3. **Verbal Caution** – deliver privately if possible. Make the child aware of their behaviour and outline the next steps/consequence if it continues. Give them a final opportunity to engage and offer a positive choice.
4. If child continues to not engage then they will stand next to the Midday supervisor to **cool off and calm down**. If child is unable to do these then the Midday Supervisor may need to make the decision for the child to leave the playground and be spoken to by a teacher.
5. Any **serious behaviour** should be reported by the Midday Supervisor to a member of SLT or the class teacher.

6.4 Serious Behaviour Breaches

A **Serious Breach** is an incident that may lead to a suspension. Alternatives to suspensions should be discussed so that decisions are made on what is most appropriate with all extenuating

circumstances and safeguarding matters considered. In such circumstances the SAST Inclusion, Suspension and Exclusion Policy will be referred to.

There are some behaviours, which need to be dealt with by a member of the SLT. These are behaviours that are unacceptable. They include:

- Swearing,
- Physical behaviour to pupils and/or staff
-
- Discriminative comments and or racism
- Confirmed bullying.
- Stealing school or others property
- Vandalism of school or others property

6.5 BEYOND THE SCHOOL GATE

When the pupil is: taking part in any school-organised activity, taking part in school-related activity, travelling to or from school, wearing school uniform, or is in some other way identifiable as a pupil at the school. Staff can discipline the pupil on school site or elsewhere if they are responsible for them.

Staff management of a situation would be appropriate if anything a pupil does in these circumstances could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The school is keen to work with the families and local community to share the responsibility for pupil behaviour and seek to positively influence this at all times.

6.6 BULLYING

We take any allegations of bullying seriously and investigate them fully. Further information can be found in our school Anti- Bullying Policy.

6.7 BEHAVIOUR INCIDENT RECORDING

All staff have a responsibility to record behaviour on My Concern where it is deemed that is required. If a sanction has been given, then the incident will be recorded but staff may feel some lower level behaviours are also worth recording (especially if behaviour patterns are emerging). Any records should be completed accurately and provide clear and factual reports of the events. Any incidents should be recorded in a timely manner (ideally before leaving at the end of the day) and ensure that key member of the SLT is alerted if needed. All **serious behaviour incidents** will be recorded on My Concern by a member of the SLT.

7. INDIVIDUAL BEHAVIOUR PLANS

For children, where repeated behaviour continues even after restorative work has been completed and initial support steps, then a discussion with the SENCO needs to be organised and if agreed, an Individual Behaviour Plan will be developed. This plan should have the involvement of the child and parents and targets will be agreed which the child will work on. The child needs to be clear on what the expectation is and the strategies that have been put in place to support the child to achieve the appropriate behaviour. (*Appendix 2*)

8. EXCLUSIONS

Any decisions on suspension and exclusion will be made following the principles and procedures laid out in the SAST Inclusion, Suspension and Exclusion Policy (2022). These will be fully discussed and reviewed by the SLT team within school.

9. CONFISCATION OF INAPPROPRIATE ITEMS

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable. A member of staff also has the power to confiscate property that may be deemed as inappropriate or a danger to other members of the school community. Staff will check this with another member of staff to ensure it is inappropriate.

10. POWER TO USE REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This will be inline with the SAST Positive Handling Policy

11. POWER TO SEARCH WITHOUT CONSENT

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Head teacher or Assistant Head teacher, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

12. MONITORING AND REVIEW

This policy will be monitored through staff discussions, analysis of rewards and sanctions records and other relevant information. The policy will be formally reviewed on an annual basis or in the light of any relevant legislative changes or updated guidance.

This policy will be used in conjunction with the Child Protection Policy, the Anti-Bullying Policy, and Public Sector Equalities Duty Statement.

APPENDIX 1- Restorative Conversations

These can be a discussion with the child. It may take the form of a quick chat or could be a more formal restorative conversation.

This conversation will give the child opportunity to think about their behaviour and its effect on themselves and others.

Assertive sentence stems:

- You need to....
- I need to see you... (expectation)
- I expect to see...
- I know you will...
- Thank you for...
- I heard what you said now you must...
- We will... (chat about this later/have a positive day now)

APPENDIX 2- Support Step

If restorative conversations are unsuccessful or the behaviour is more serious; for example, aggressive or threatening behaviour then further support will be required. The support step will be with a Senior Leader. This will be specified on a Personalised Plan for the child. At this point, any additional support may be discussed. Parents will also be included during this stage. During this stage, the discussion will focus more on developing a plan with the child on how we can work to improve the behaviour. This can include looking at triggers and how we can reduce these. A linked adult can be placed with the child to follow up and support. Consequences will be agreed and made clear if these behaviours were to continue. By the end of the meeting, the action plan is agreed with the adult and child and parents are notified if not at the meeting.



Appendix 3- Ready, Respectful, Safe in our School

READY

Ready to learn
Ready to share
Ready to include our friends in games
Ready when asked to line up
Ready to tidy up when asked

RESPECTFUL

Respectful to the all adults in school
Respectful to each other
Respectful of the equipment we have and use
Respectful of our environment
Respectful of the rules about where we can play

SAFE

Safe in the games we play
Safe in the choices we make
Safe in the way we use equipment
Safe in the way we line up and walk around the school
Safe in the way we move in and out of the building
Safe in the way we clear away

Anti-Bullying Strategy

Introduction

It is a Government requirement that all schools have an anti-bullying policy. This policy reflects DfE guidance including 'Preventing and tackling bullying – July 2017'.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.

A bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of

bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the

chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The Role of the Headteacher

It is the responsibility of the 'headteacher' to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The 'headteacher' ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

The 'headteacher' ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The 'headteacher' sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to

support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher will inform the child's parents.

The headteacher will record all incidents of bullying (using SIMs) that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should ask headteacher or office staff to record on SIMs.

When any bullying taking place between members of a class, the teacher will deal with the

issue immediately. This may involve counselling and support for the victim of the bullying, and consequence for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the social services or the Behaviour Support Service.

All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school website.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. We have trained Leading Lights who can support with this

Pupils are invited to tell us their views about a range of school issues, including bullying, in the pupil questionnaires

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the headteachers' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logging system, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. All incidents are recorded on My Concern