

# RELATIONAL BEHAVIOUR POLICY

## INTRODUCTION

Luddenden CE School is committed to creating an environment where children feel safe, valued, cared for and enjoy a sense of belonging. We believe that this is the key to pupils engaging, enjoying and excelling in their personal, academic and social learning and development. To achieve this, we invest fully in nurturing strong and authentic relationships with all individuals. We get to know our children and families very well and use these relationships to build a personalised, respect driven and empathetic approach to managing and supporting pupils' positive behaviour and conduct, facilitating access to learning, ensuring social inclusion and developing individual skills.

Luddenden CE School's vision for education permeates every aspect of the school. In this way we are able to support all members of our community in maintaining the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relational behaviour policy guides staff to nurture self-regulation and motivation, not blind compliance. It is driven by our core values with a heavy emphasis on respectful behaviour, a flexible, partnership approach to managing poor conduct and dynamic interventions that support both staff and learners.

Our school has 2 simple rules which can be applied to a wide range of situations and are taught and modelled explicitly;

1. **Keep everyone safe**
2. **Keep everyone happy**

We also understand that for some children following our behaviour expectations is beyond their developmental level, or level of vulnerability. In these cases, we develop bespoke adaptations and strategies to support these children in fostering positive behaviours and remaining regulated.

## SCHOOL AIMS, VISION AND VALUES

**Excellence through Equity, Inclusion and Love**

**'Do everything in love' (1 Corinthians 16:14)**

At Luddenden CE School, we demonstrate an EQUITY mindset.

This involves four key principles:

- equity not equality - doing more to overcome the extra barriers some learners experience
- capacity not deficit thinking - recognising the talents in all pupils
- deep not shallow relationships - developing authentic individual relationships with pupils
- multiple not singular talents - acknowledging that human talents come in many forms ('Equity in Education' Major & Bryant 2023)

We are passionate about INCLUSION. For us, this means:

- Education of the highest quality for all pupils
- Valuing and respecting everyone as an individual
- Celebrating and championing differences
- Finding strength in combining our individual traits to fulfil our purpose
- Everyone being welcome to contribute their ideas and true self
- Supporting everyone to succeed
- Being successful in achieving the very best outcomes for all pupils

## AIMS OF THE RELATIONAL BEHAVIOUR POLICY

- Create and maintain a calm, orderly, respectful, supportive and positive environment in which pupils can thrive
- Foster a positive and respectful culture in which staff know, support and care about all pupils
- Set clear routines, structures and expectations for pupils' behaviour across all aspects of school life
- Develop pupils' security, self-regulation, confidence, motivation and positive attitudes to learning
- Nurture positive social, emotional and mental health
- Enable staff to support all pupils in managing their behaviour and emotional regulation
- Demonstrate our inclusive, responsive and adaptable approach that enables all pupils to achieve, belong and thrive.

### We believe our aims are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their families
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that;
  - Behaviour is a form of communication of an emotional need (whether conscious or unconscious)
  - With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways
  - Relationships are key and that there is "connection before correction"
  - Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction)
  - 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.
  - Staff use PLACE (Playfulness, Love, Acceptance, Curiosity and Empathy) and attachment friendly restorative approaches in their interactions with pupils, taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
  - Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability
  - Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

## **ROLES & RESPONSIBILITIES**

### **The governing body**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review 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, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will lead the establishment and maintenance of the schools' culture of positive relationships, behaviour and attitudes to learning. She will work with staff to ensure that the school environment encourages positive behaviour and that adults work together to manage relationships and behaviour effectively. She will monitor how staff implement this policy to ensure its principles are applied consistently.

### **All staff**

All adults are responsible for and expected to;

- Model positive behaviours and build positive relationships - show respect, acceptance, empathy and compassion, and model good co-operation, communication and emotional literacy skills.
- Take time to get to know children & families on an individual basis
- Show warmth and provide a sense of safety
- Plan, deliver and/or support learning that engages, challenges and meets the needs of all learners
- Provide and/or support consistent routines so that pupils feel secure and know what happens next
- Use an attachment aware/trauma informed approach to understand behaviours
- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation
- Notice, challenge and follow-up unacceptable behaviours and support pupils in getting back on track, repairing relationships and improving their conduct
- Understand behaviour as communication and in terms of underlying needs
- Support each other and promote the equal status and impact of all adults

### **Parents/Carers/Families**

We value families' support, insights and experiences. We encourage families to;

- Have open, respectful communication
- Share their child's story and any information they feel could be relevant to their child's conduct & regulation
- Discuss with their child about how they can be ready to learn, be respectful and be safe in different situations

- Help their child to attend school on time every day
- Help their child develop independence, self-confidence and self-regulation
- Celebrate their child's achievements and progress
- Work with the school to model and develop positive relationships and behaviour

## Pupils

We support and expect pupils to learn to;

- Follow the two school rules
- Try their best to achieve the Pupil Expectations displayed in each class – see appendix 2.
- Show care and respect for themselves, others, and their environment
- Take pride in their own and others' achievements
- Be responsible for their own learning and support others in theirs
- Value kindness, friendship, cooperation, and mutual respect
- Listen actively and communicate honestly
- Resolve issues promptly and truthfully
- Keep themselves and others safe in various situations
- Ask adults for help when needed

## STRATEGIES FOR PROMOTING EXCELLENT BEHAVIOUR

### Helping children feel calm, safe and special

- **Meet & greet:** always acknowledge children and give them a warm welcome into school & classrooms
- **Being loving, compassionate and interested:** Let children know they are noticed, liked and are special to us
- **A Warm and Open Manner:** Calm, friendly tone and body language signal safety.
- **Being predictable, reliable and trustworthy:** showing this through our actions and consistency.
- **Gentle Signals:** Smiles, soft voices, thumbs up, eye contact, and open body language show children they are safe, cared for and valued
- **Emotional Support:** We guide children through strong feelings, naming them and using co-regulation strategies so they feel understood.
- **Safe Spaces:** Classrooms are calm, structured and tidy, with clear routines and visual supports. Having a consistent framework/structure for lessons.
- **Planning Ahead:** We prepare children for changes and transitions to reduce anxiety
- **Curiosity:** We see behaviour as communication and explore what might be behind it with empathy
- **Collaborative Problem Solving:** We work with children to find fair and achievable solutions
- **Supportive Responses:** If a child is in crisis, we follow personalised strategies and plans to keep everyone safe and help the child recover
- **Consistency:** Ensure strategies are shared clearly with all adults (and children) so that all adults are able to apply them effectively

## Use of praise & feedback

We believe that positive feedback helps children grow in confidence and learn from their experiences. Here's how we use praise to support children:

- **Encouraging Effort:** We praise specific actions, like staying focused or showing kindness, so children understand what they did well. E.g. "You stayed focused even when it got tricky"
- **Private and Personal:** Praise is often given quietly or through messages home, helping children feel proud without comparing them to others. Verbal feedback, gestures, or referrals to another adult can also be used
- **Clear Guidance:** We offer simple next steps to help children improve, like reminders to take turns or listen carefully
- **Reflective Conversations:** We ask questions like "It was thoughtful to let others go first" encourages reflection or "How did you manage that?" to help children think about their actions and successes
- **Extra Support When Needed:** Some children benefit from regular check-ins or tools like visuals to help them reflect and stay on track
- **Special Privileges:** Choosing a friend to work with, special jobs, or working in a preferred area
- **Awards:** Stickers, going in the Gold Book, Headteacher awards, half termly trophies, Team points, messages home, Brilliant Blue stickers, letters and prize from the treasure chest

## Support for pupils

Tailored and responsive reasonable adjustments and adaptations, interventions and/or support are always available for pupils who need help. The SENDCO, SEND teacher and headteacher, play key roles in exploring and identifying effective support strategies.

Strategies are personalised based on our in-depth knowledge of individuals and what they find motivating. Adults find creative and low challenge ways of enabling pupils to meet expectations and demands. Examples include; 'who's going to win the race to...', 'ready, steady go!', using reverse psychology.

## Setting and maintaining boundaries & regulating low-level negative behaviours

- Ensure children understand school/class rules and expectations through explicit teaching and discussion
- Use clear, directive language (e.g. Now/next, listening, sitting, looking, finished)
- Provide clear modelling, guidance and instruction of expected behaviours
- Notice and praise pupils modelling expectations
- All staff to notice negative behaviours and take action to get pupils back on track
- Be firm without being cross: maintain calm, warmth and openness
- Use simple reminding, refocusing, redirecting towards positive behaviours
- Give 'take up time' and acknowledge pupils' positive adjustments to their behaviour
- On occasions it may be appropriate for pupils to;
  - be spoken to about their conduct on an individual basis
  - complete their work with an adult during part of break time
  - have a short movement break in or out of the classroom with an adult (go for a walk, do a job, have a drink of water, etc.) to reset and re-engage
  - have a phone call home to talk things through with parents/carers

## DEALING WITH CRISIS INCIDENTS & HARMFUL BEHAVIOURS

At Luddenden CE School, we do not rely on sanctions or punishments as a default response to incidents. These approaches can isolate children and damage relationships—often removing the very support they need to grow. Instead, we respond in ways that:

- **Prioritise Safety:** If a child's behaviour poses a risk (e.g. violence on the playground), they may not return to that space immediately—not as punishment, but to prevent further harm and support development.
- **Personalise Responses:** Every child is different. Fairness means meeting individual needs, not treating everyone the same. Social and emotional development is supported just as thoughtfully as academic learning.
- **Seek to understand the triggers and underlying reasons for the behaviours**

We work as a team to respond and our goal is always to help children learn from incidents, restore relationships, and feel safe and supported in school.

We recognise that the relational approach and response to regulating emotions and managing crisis incidents can be supported through a whole school consistent approach.

### Supporting Children in Crisis or Dysregulation

Due to the differing needs of our pupils, some children may have more difficulty maintaining positive behaviours due to a range of factors, including their level of development, special educational needs, disabilities, communication difficulties, or social, emotional and mental health needs. Key staff will work together and with parents to devise individual plans and strategies to support these pupils.

- Adults use calm, clear language and for some pupils, limit language &/or demands through the use of signs & symbols
- If a child is unsafe or unable to learn due to dysregulation, they may need to leave the learning space
- Planned exit strategies should be outlined in any support plans. If a child's behaviour poses a safety risk, making the situation safe is the priority
- Withdrawal should be brief and purposeful, focused on developmental support, not punishment
- Some children benefit from a safe, low-demand space (e.g. outside, sensory space, Star Room or identified calm zone); others may need time with a trusted adult
- Senior Leaders support staff in managing dysregulation, selecting strategies and creating plans
- Time will be taken to identify and understand needs, patterns and triggers
- Specialist & personalised interventions (e.g. lego therapy, bucket time) may be provided
- Staff should record significant incidents on an incident form submitted to a senior leader for review and adding to CPOMS, to ensure consistency and follow-up where needed
- Referrals may be made to external agencies as necessary (e.g. Early Help, Open Minds, SALT, Specialist Inclusion Team, Education Psychologist)
- Suspension is a last resort, used only when necessary and proportionate

### Positive handling and reasonable force

Luddenden CE School follows the DfE's 'Use of reasonable force' guidance for schools in England (Until 31 March 2026) and 'Restrictive interventions, including use of reasonable force, in schools'

(From April 2026). Any physical intervention must be minimal and used only when necessary to prevent harm.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the bound and numbered book, and reported to parents/carers

Key staff are trained and certified to use positive handling safely. This is only used in extreme situations where safety is at risk to a child or adult. All incidents are logged in the bound and numbered book, reported to the Senior Leadership Team, and shared with parents.

## **UNACCEPTABLE BEHAVIOUR**

Luddenden CE School has zero tolerance of;

- Sexual harassment, abuse and violence
- Racism, sexism, ableism, homophobia, transphobia and discrimination of any form
- Bullying & harassment

Negative influences and attitudes will be challenged and all reports, incidences and allegations will be taken seriously.

The following behaviours are defined as unacceptable;

- All forms of bullying
- Abusive or threatening behaviour, including sexual abuse and harassment
- Racist, sexist, homophobic, transphobic, ableist or other discriminatory language or behaviour
- Physical assault/violence, including sexual violence
- Fighting
- Possession of any inappropriate/prohibited items
- Deliberate endangering of themselves or others (through both actions and refusal)

### **Bullying**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write, say or post hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people (for example; Children Looked After, young carers)

**No form of bullying will be tolerated and all incidents will be taken seriously.**

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

### **Child on child abuse**

All staff are aware that children can abuse other children. This can happen inside or outside of our setting and online. Through RSE and PSHE, children learn to recognise and respond to bullying and abuse. We promote a 'speak out' culture and maintain high vigilance, especially for pupils with additional barriers & vulnerabilities such as SEND.

All staff understand that even if there are no reports in our setting it does not mean it is not happening, it maybe abuse is just not being reported. When staff have any concerns regarding child-on-child abuse, even if there are no reports in our setting, they should still speak to the DSL (or a deputy).

All staff are expected to challenge inappropriate behaviours between peers, examples of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All incidences will be challenged, investigated, recorded and support provided for both victims and perpetrators.

## **Suspensions and Permanent Exclusions**

Luddenden CE School believes that, in general, suspension and exclusion are not effective or supportive means of modifying behaviour and they are rarely helpful in meeting pupils' needs.

However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion - The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). We support this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

We follow [DfE guidance on suspension and permanent exclusion guidance](#). further information can be found in our Suspensions and Exclusions Policy.

### **Prohibited items, searching & confiscation**

The Headteacher and authorised staff may search pupils or their possessions without consent if there are reasonable grounds to suspect possession of prohibited items (e.g. weapons, drugs, stolen goods). Searches are conducted by two staff members. Items that may cause harm or breach school rules can be seized. A witness should be present unless urgent safety concerns prevent this.

Any inappropriate or prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

### **Mobile phones**

Mobile phones should not be brought to or used in school. We understand that sometimes older pupils have mobile phones with them for their journeys to and from school. If for this or any other appropriate reason they are brought to school, the phones should be given in to the office or the class teacher immediately then returned to the child at home time.

## **RESPONDING TO NEGATIVE BEHAVIOUR FROM PUPILS WITH SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of negative behaviour may be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with negative behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of negative behaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches used will include a wide range of strategies most suited to the individual. Examples include but are not limited to;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting responses to negative behaviour for pupils with SEND**

When considering challenging & redirecting negative behaviour for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to impose a consequence for the behaviour.

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the outcome.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan. Contact details; [SEN.Team@calderdale.gov.uk](mailto:SEN.Team@calderdale.gov.uk)

## **TRAINING**

Our staff are provided with training on understanding and managing behaviour as part of their induction process and ongoing professional development. Staff also receive training and information on; attachment aware/trauma informed practice, relational practice, autism and inclusion.

Staff will receive training in positive handling if necessary.

## **LEGISLATION & STATUTORY REQUIREMENTS**

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

- [Behaviour in schools](#)
- [Searching, screening and confiscation advice for schools](#)
- [The Equality Act 2010](#)
- [Restrictive interventions, including the use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping children safe in education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

## MONITORING ARRANGEMENTS

This policy will be reviewed by the headteacher and governing body every year. 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 year.

## LINKS WITH OTHER POLICIES

This policy is linked to the following policies;

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy
- Anti-Racism Policy
- SEND policy
- Equality Policy
- Medical Conditions Policy
- E-safety Policy

## RESEARCH & READING LIST

- Dan Hughes – 2016 – Trauma
- Sarah Lloyd – 2016 – Improving Sensory Processing in Traumatized Children
- Louise Michelle Bomber – 2007 - Inside I'm Hurting
- Daniel J. Siegel & Tina Payne Bryson – 2015 – No Drama Discipline
- Kim S. Golding, Jane Fain, Ann Frost, Cathy Mills, Helen Worrall, Netty Roberts, Eleanor Durrant & Sian Templeton – 2013 – Observing Children With Attachment Difficulties in School
- Paul Dix – 2017 – When the Adults Change, Everything Changes
- Lee Elliot Major & Emily Briant – 2023 – Equity In Education

## Appendix 1: written statement of behaviour principles

Luddenden CE School is an equitable, inclusive and loving school. Our school is a place where every person has the right to belong, achieve and thrive in a safe and happy environment. Everyone at our school is valued and has the right to be and express their true selves.

- Everyone has the right to feel safe all of the time.
- Everyone should get what they need to achieve.
- Everyone should be free from discrimination, harassment, victimisation of any sort.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every child should be educated in an environment where they feel valued, listened to, understood and respected.
- Behaviour is a form of communication and time should be taken to understand what needs need to be met
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.
- Children should be supported to regulate their behaviour, strategies used should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with families to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

Appendix 2: Pupil Expectations

## ACHIEVING EXCELLENT BEHAVIOUR

Luddenden CE School rules are;

1. Keep everyone **safe**
2. Keep everyone **happy**

# Pupil Expectations



At Luddenden CE School we act with **love**, kindness and compassion.

We;           



If someone is acting in an **unkind** or **unsafe** way, we politely and firmly ask them to **stop**. If they don't, we **ask an adult** for help.



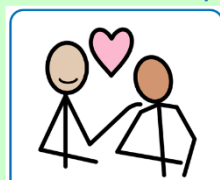
**Respect Love Trust Friendship Endurance Compassion**

Keep ourselves and each other safe



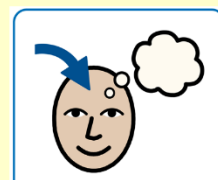
Safe

Show kindness and respect to all members of our school family



Kindness

Help ourselves and each other to learn



Learn

**Respect Love Trust Friendship Endurance Compassion**

Tell the truth

Try our best