



The Belsteads School
Believe & Achieve

Behaviour Relationship Policy

2026 - 27



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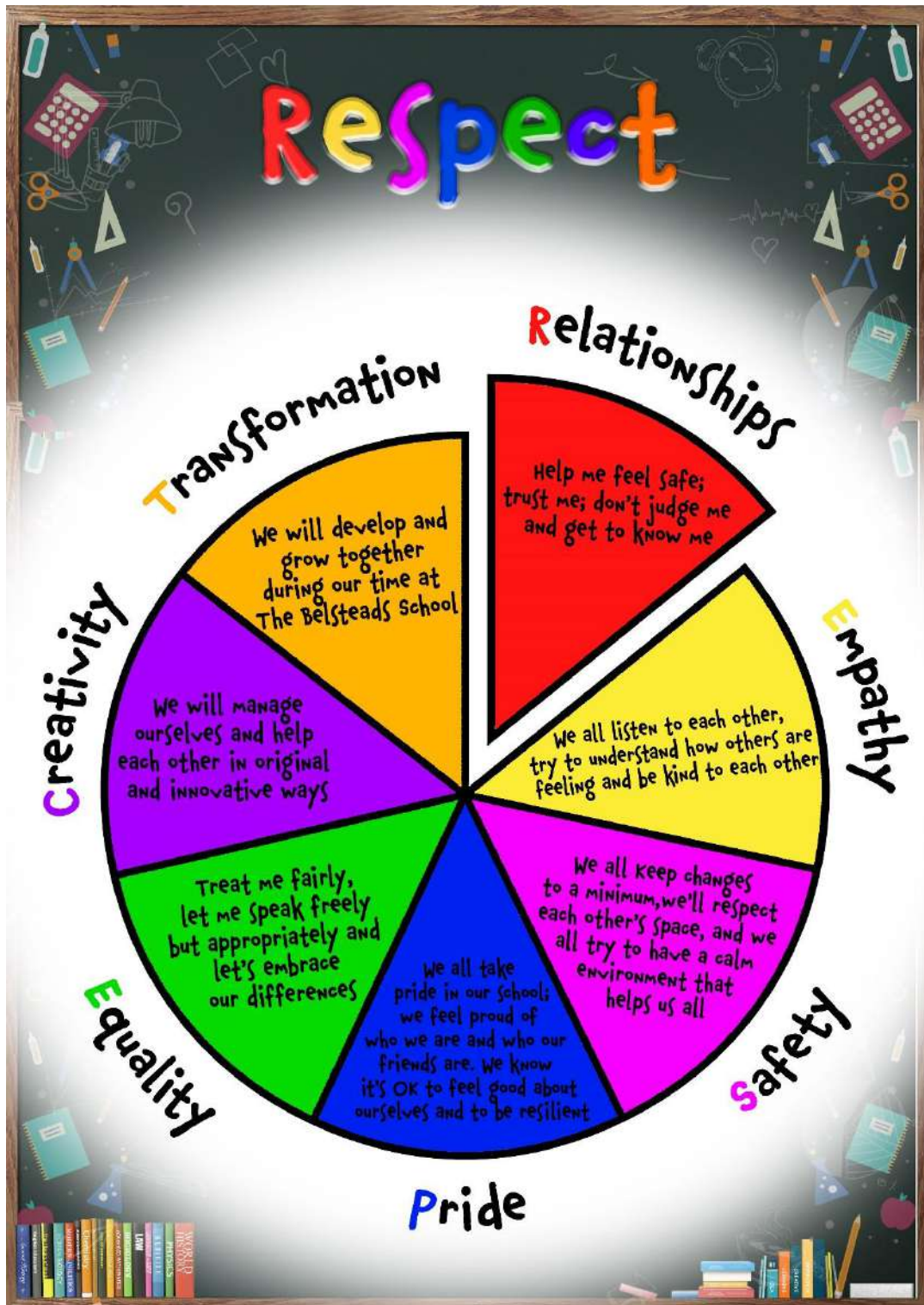
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The Belsteads School, Back Lane,
Little Waltham, Essex, CM3 3PP

Respect Charter

(Behaviour Management Policy)



Introduction

At The Belsteads School, we have a relationship policy (rather than a behaviour policy) that is based on mutual respect of all members of the school community. We believe that by nurturing the values of **RESPECT**, our students will develop the self-regulation skills they need to flourish as responsible citizens of the 21st century. By forming '*connections, not corrections*' our young people will develop resilience, self-esteem and confidence and become the best possible versions of themselves they can be.

Aims

- Students will be enabled to develop self regulation behaviours for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment, which encourages each individual to achieve his or her own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their regulation through providing students with strategies based on **RESPECT** to manage their own learning.
- To endeavour to create a conducive and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour when students are unable to regulate.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to gain the skills to be able to regulate themselves for optimal learning opportunities and to become successful independent citizens.

At The Belsteads School, we recognise that our children can struggle to self-regulate their emotions. We want to encourage these children to manage to regulate themselves or with the help of our staff, work together to identify their needs to aid regulation.

At The Belsteads School, we have the following underpinning principles:

- Nurturing relationships based on **RESPECT** are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to regulate all aspects of their lives with support from the whole school community.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views, feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions within their own capacity
- Fairness.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

We have in place a variety of praise systems (including self-praise) to promote an environment where everyone can fully achieve:

- Clear and concise expectations of behaviour will be described, modelled and encouraged through class assemblies and in class, to ensure that all children understand what is appropriate.
- Unconditional positive regard reinforced with all pupils and stakeholders at all times

- Verbal and written praise from the class teacher or other adults in school for good learning, effort or behaviour. Specific links should be made in line with growth mindset principles.
- Children who have completed successful learning will be asked to share their learning with other teachers, classes and at our rewards assembly.
- Teachers will share information about a child's success – by either phone, face-to-face, email or using postcards to parents.
- Every Friday, a Celebration Assembly will be held. Each class will have a representative who will share their class' learning from the week. Whenever possible, this will be linked to our **RESPECT** values.

However, we understand that occasionally children will communicate their lack of regulation for multiple reasons. When children are dysregulated, there are several layers of support in place to help them to manage their regulation.

As a practitioner, you should always be thinking 'all behaviour is communication' and what is the child trying to communicate? We realise that sometimes this can be different for every child who has their own needs so may look different in each individual case.

Children can be identified by any member of the school community as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a children receiving extra support from: play sessions, play therapy, Lego therapy, art therapy, counselling and sensory playtime.

- Children who need extra support will have strategy plans. These plans will be written and reviewed by the child's class teacher. They will be reviewed at the end of each term but can be adapted any time.
- Staff to log incidents online using CPOMS. The SLT will hold meetings to decide the best course of action based on the patterns they (or others) have noticed for individual children.
- The context of the situation is always to be taken into account.
- A child is not to be defined as 'bad'. It should be explained to the child that they have made a wrong choice. You should link your rationalisation about the situation to the behaviour actions and not the child e.g., I wonder how the choices you just made make you feel?
- Children should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child.
- Support through our psychotherapist is available for all members of our school community, in order to provide support for their wellbeing.

Restorative Approach

Our **RESPECT** policy is not primarily concerned with rule enforcement. It is a tool used to promote relationships so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them and respect for self

RESPONSIBILITY - taking responsibility for your own actions

REFLECT-taking the time to think about what happens when they are dysregulated

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm

This school uses restorative approaches to encourage everyone to be responsible for their actions. Key staff have been trained in restorative approaches and will apply them to resolving situations in the school.

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the school. Questions will be first asked to the person who has been harmed and then to the harmer.

- I was wondering, was anything different today?
- I'm curious, what were you thinking/feeling at the time of the incident? And now?
- How did your behaviour affect others?
- What do you think you could've done?
- What do you need / need to do to fix this / move on?

Explain format:

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (and parents/carers if required)

Be aware of any matters i.e. Child Protection. If something is disclosed, appropriate measures are to be taken in order to follow the school's child protection policy.

If young people do not meet expectations or are still /become angry, stop mediation!

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Levels of restorative approach:

- Restorative conversations
- Classroom restorative conferences
- Restorative Conferences

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

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Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio

- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of suspension (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

Our school council consulted with the school community to decide on 'the logical consequences' they felt appropriate.

They are outlined in the following table but are not exhaustive

Unwanted/unhelpful/antisocial behaviour	Consequences
Relatively low impact Examples: • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing	Verbal Interventions– e.g. <i>I know you can behave better than this. I'd really like to see that.</i> Reflection support during break time or lunch time with a trusted adult. <i>I can see there's something wrong (acknowledge their right to their feelings)</i> <i>I'm here to help and listen. Tell me what happened</i> <i>Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i>

Relatively higher impact Examples: • Bullying • Harmful behaviour-to self or others • Any discriminatory behaviour • Causing significant, deliberate damage to school property	1. SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Incident form completed for discriminatory incidents (Racism etc...) 5. Incident recorded. 6. Parents notified by telephone by SLT member. 7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). 8. Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or email. 9. If response leads to Fixed-term suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term suspension.
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Exclusions

At The Belsteads School, we recognise the damaging effects of excluding children as it leaves them open to further social suspension which increases the chance of future harm.

As a result, we have a zero suspension policy unless a pupil has physically harmed or incited another to, persistently bullied a member of our school community and we feel it is unsafe for the pupil to return to school for themselves or others. On rare occasions, if a student is struggling with their mental health and finding school too stressful, the school will place the student on a mental health break. The length of the break will be determined by the head teacher and senior leadership team.

The break is not a punishment or suspension but, much like being off school for a cold, it will allow the student to mentally reset themselves and to return, able to manage productively in school.

Relationships

Help me feel safe; trust me; don't judge me and get to know me

Empathy

We all listen to each other, try to understand how others are feeling and be kind to each other

Safety

We all Keep changes to a minimum, we'll respect each other's space, and we all try to have a calm environment that helps us all

Pride

We all take pride in our school; we feel proud of who we are and who our friends are. We know it's OK to feel good about ourselves and to be resilient

Equality

Treat me fairly, let me speak freely but appropriately and let's embrace our differences

Creativity

We will manage ourselves and help each other in original and innovative ways

Transformation

We will develop and grow together during our time at The Belsteads School

Peer-on-Peer Sexual Abuse

Peer-on-peer sexual abuse refers to any sexual behaviour between children that is abusive, exploitative, coercive, or harmful. The school takes a **zero-tolerance approach** to such behaviour. Any substantiated incident of peer-on-peer sexual abuse will result in **immediate suspension**, pending further investigation and safeguarding procedures. This includes students inciting others to commit peer-on-peer sexual abuse.

This includes, but is not limited to:

Examples of Peer-on-Peer Sexual Abuse in Secondary Schools

- **Sexual harassment:** such as unwanted sexual comments, jokes, gestures, or physical contact.
- **Online sexual abuse:** sending or requesting sexual images (sexting), sharing explicit content without consent, or coercing peers into sexual conversations.
- **Upskirting:** taking images under someone's clothing without consent (a criminal offence).
- **Unwanted touching:** including groping or rubbing against another student.
- **Sexist name-calling or rumours:** especially those targeting a student's sexual activity or orientation.
- **Pressure to engage in sexual activity:** including manipulation or threats.
- **Initiation/hazing rituals** involving sexual acts or humiliation.

All incidents will be treated seriously and investigated in line with **Keeping Children Safe in Education (KCSIE)** and **DfE guidance on sexual violence and harassment between children in schools and colleges**