



Love



Compassion



Respect



Believe



Mottram Church of England Primary School

Behaviour and Relational Inclusion Policy

At the heart of our small school is family. We believe that every child is unique and has the potential to change our communities for the better. We encourage children to show compassion for others and to embrace our Christian values and the love of Jesus.

“Staff set high expectations for pupils’ behaviour. Pupils respond by being polite and respectful towards each other and adults. They behave well in lessons. Pupils listen attentively to their teachers and work hard.” (Ofsted, September 2022)



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Relational Inclusion is a relationship-based approach that helps children learn how to communicate their needs more effectively. It supports a sense of belonging and prioritises relationships, while embracing emotions and addressing root causes. The proactive approach that supports early identification and intervention to best support and include all pupils.

At Mottram, we believe that behaviour is a communication of emotions and needs. As adults we have a responsibility to provide support and teach children how to manage and regulate their emotions in appropriate ways. We want all members of our school community to understand what appropriate behaviour is and looks like in and outside of school. Our teachers will explain and model the appropriate behaviour and routines so that our pupils understand what is expected of them.

Through our Christian vision and ethos, we aim to create a supportive and nurturing environment where pupils make good choices and live through our Christian values of **Love, Compassion, Respect and Believe.**



Love

Through our Christian Values, we expect our pupils to:

- *Love thy neighbour
- *Show love in all we say and do
- *Treat others as we want to be treated
- *Love one another as God loves us



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We expect our pupils to:

- *Show kindness through their words and actions
- *Acknowledge wrong choices and learn from them
- *Support the learning of others



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- *Be aware of other peoples' feelings
- *Embrace individuality and respect difference



Respect

We expect our pupils to:

- *Wear the correct uniform with pride
- *Be considerate and listen to others
- *Look after and take care of their belongings and school property
- *Treat everyone equally and with respect
- *Follow classroom routines and rules
- *Take care of our school community



Believe

We expect our pupils to:

- *Believe in themselves
- *Believe in others and be supportive
- *Believe that they can be the change they want to see in the world

At Mottram, we believe that positive relationships are key in understanding children's behaviour. We understand that positive staff and pupil relationships contribute to a pupil's attendance, engagement, achievements, and enjoyment in school. Therefore, we foster a culture of compassion and repair through a restorative approach to managing and supporting behaviour. All adult members of the community will endeavour to model and teach desirable social behaviour and good manners to all children within their care.

When an incident or behaviour occurs, the following process is implemented:



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1. Behaviour is identified by a staff member
2. Staff facilitate a discussion with the child to gain an understanding of the cause of the behaviour.
3. Staff implement appropriate action to resolve behaviour.

At Mottram, we see all behaviours as an opportunity to learn. We believe in acceptance of the emotional experiences that lie behind behaviour, whilst still addressing unacceptable behaviour that can impact the individual or other members of our school.

It is vital that home and school support each other and it is hoped that parents/carers will discuss and stress the importance of positive behaviour with their children.

Parents and carers, where possible, should:

- Get to know the school's Behaviour and Relational Inclusion Policy and core values and reinforce where possible.
- Support their child in adhering to the school's Behaviour and Relational Inclusion Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behaviour concerns with the class teacher promptly.
- Take part in any pastoral work following inappropriate behaviour.
- Take part in the life of the school and its culture.

Staff use positive reinforcements and implement the following rewards (not hierarchical):

- Verbal praise
- Team Points
- Stickers
- Reward emails home
- Telephone calls home
- Copies of work sent home
- See the Headteacher/Assistant Head for praise and a sticker
- Awards and parents, carers and/or wider family are invited in for our Feel Good Friday Celebration Worship

If staff need to provide a consequence for behaviour, the following will be implemented (not hierarchical):

- Verbal warning
- Discussion with the teacher or teaching assistant
- Time out in own classroom/or time out in another classroom
- Parents/carers spoken to



- Loss of break/lunchtime as a time for reflection
- See the Headteacher/Assistant Head

Rewards and sanctions may at times be adapted. This is to respond to the needs of the individual, group or class and to ensure the safety of children and adults, and for safeguarding.

Parents/carers of persistent offenders will be notified, and behaviour meetings arranged with the Headteacher/Assistant Head/Class Teachers to discuss the individual child's behaviour.

Incidents may result in a child being sent to the Headteacher or the most senior staff present. These will be logged on the pupil's file on CPOMS and will be transferred to the child's next school, to ensure Safeguarding across schools.

Serious incidents will be dealt with appropriately and the Headteacher (or, in the absence of the Headteacher or teacher in charge, the most senior teacher who is acting in that role) can exclude a pupil. Please refer to the school's Fixed Term and Exclusions Policy for further details.

This Behaviour and Relational Inclusion Policy takes into consideration:

Suspensions and Exclusions Policy

[Keeping Children Safe in Education 2023](#)

[Working together to safeguard children 2023: statutory guidance](#)

[Child Protection and Safeguarding Policy](#)

[Alternative Provision](#)

[School Suspensions and Permanent Exclusions](#)

[The Equality Act 2010](#)

This policy is reviewed annually by the Governing Body.