

Behaviour & Healthy Relationships Policy

Approved by Governors	6/10/2026
Last reviewed	6/10/2025
Next review	6/10/2027

Date	Change or amendment to policy
31 July 2024	No changes.
23/7/2026	Visual framework for the APSOL Galleon , link to Rights Respecting Schools and an explanation of how children are supported tat each stage. Add zones of regulation and inclusive strategy to support with wellbeing and behaviour. PSHE scheme – Kapow

Aims of this policy:

The Principal (Headteacher) must set out measures in the school’s behaviour policy, which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

Behaviour is the way we act and respond to people and to situations we find ourselves in. In any scenario, an individual always has a choice about how to behave.

Behaviour expectations

- We set very high standards for children’s conduct from the moment they are admitted to the school
- We view our school as a large family built on healthy and respectful relationships. As in a smaller family, we would like everyone to show care and concern for their ‘brothers and sisters’. Bullying is never tolerated at our school
- Staff always look to praise children for their good behaviour, kindness and consideration. In so doing we encourage and reinforce positive behaviour and relationships
- Children who let themselves down in class through making poor choices are given one clear warning about their conduct. If this does not lead to an improvement in their attitude a sanction is imposed

A common saying, which is frequently repeated at our school, is *‘Treat other people the way you would like to be treated yourself’*, this applies both online and face to face. Children are taught about **kindness and consideration**, and the difference between **right and wrong**, during PSHE lessons (Personal Health and Social Education) in the classroom through the **PSHE scheme: Kapow** and the interactive

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assemblies which they attend. In assembly, including class assemblies, through the use of stories and role play, children are shown that in all situations they have a choice regarding how they behave. They are actively taught strategies for how to deal with any conflicts or disagreements that may arise. They are also informed about how to self-manage tricky emotions, such as anger or frustration. We teach children to be assertive, rather than aggressive. All children have a right to confront, using speech, another child who is not showing them kindness and respect. We guide children to behave in a controlled, rather than confrontational, way and teach them to be clear and forthright in what they say, using such phrases as *'Please don't do that. I don't like it because . . .'* Our intention is to help pupils develop **empathy for and understanding of the feelings of others**.

Should a problem occur between two or more children at school which parents are unhappy about, they are asked to refer this problem to their child's teacher.

We strongly advise parents not to approach other children or parents, as this may lead to the problem escalating. Problems that persist following referral to the class teacher, and more serious difficulties, should be reported to the Headteacher or the Assistant Headteacher. All difficulties that are reported will be fully investigated and parents informed of the outcome of that investigation.

We use **a restorative justice approach** to help bring about lasting changes and emotional development.

In order for all pupils to learn well it must be safe for anyone to make a mistake, get something wrong, or not understand something. Pupils are expected to **show kindness and respect to their peers** and never to laugh at a classmate who makes a mistake: we learn from mistakes. At all times, we encourage children to be responsible for their actions.

Rights and responsibilities

All members of the Anglo Portuguese School of London (APSOL) family have a right to expect to:

- Feel safe and secure at all times
- Be treated with kindness and respect by others
- Be listened to if a problem arises
- Be given time to explain their actions
- Be able to learn without being disturbed by others

Alongside this, all members of the APSOL family also have a responsibility to ensure that they:

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- Uphold the rights of others
- Treat other people the way they would like to be treated themselves
- Talk things through if a problem arises and try hard to see things from the other person's view
- Inform staff if they feel they are being mistreated by others (often this will be their class teacher or via the worry box)
- Try to sort out little misunderstandings or tiny problems without feeling a need to always inform a member of staff
- Respect the right of others to learn.

It is particularly important that pupils inform staff if they have a problem that they cannot sort out themselves. Staff can only act on what they see themselves and what they hear from the pupils.

Aims and school values for all APSoLings:

At APSoL, we want every child to:

Communicate – fluently in multiple languages

Explore – develop a love for learning and an inquisitive mind

Challenge – think critically and build resilience

Our Core Values:

Apsolings work together to create a safer, happier and fairer world for everyone. Apsol's values provide an ethos which unites and empowers everyone to gain confidence, think critically, and seize opportunities to excel in an ever changing world.

School values in child speak:

- understand our rights and respect the rights of others (respect)
- try my best and not give up (perseverance/self-belief)
- behave with consideration and kindness (empathy)
- care for our environment and our planet (responsibility)
- embrace challenges and put in our best effort (resilience)
- communicate, explore and challenge (creativity)

Our simple behaviour rules are explained to the children as the Calm School Code

The calm school code is a visual aid reminding children of behaviour expectations :

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Calm School Code

 Act kindly and use kind hands	 We speak nicely and use kind words.
 We listen carefully.	 We walk calmly inside the school.

We are kind. We all belong.

Our whole-school positive behaviour approach: The APSOL Galleon

The APSOL Galleon is our whole-school positive behaviour framework, developed collaboratively through pupil voice and the School Council. As a Rights Respecting School, the Galleon reflects our commitment to ensuring that every child has the right to learn, feel safe, be respected and flourish within a supportive school community.

The Galleon provides a consistent visual model that helps children understand how their choices can uphold both their own rights and the rights of others. Every child begins each day on the **Deck**, reinforcing our belief that everyone deserves a fresh start and the opportunity to make positive choices.

When a child makes a choice that affects the rights of others, they receive support and guidance to reflect on their behaviour. A reminder or warning moves them to the **Hull**, where staff use rights-respecting and restorative language to help the child consider the impact of their actions and identify positive choices. Children are encouraged and supported to return to the **Deck** by demonstrating behaviours that respect the rights of everyone in our school community.

If a child reaches the **Anchor**, this indicates that repeated choices have continued to impact the rights, safety or learning of others despite support and opportunities to make different choices. At this stage, a restorative conversation with a member of the Senior Leadership Team takes place to help the

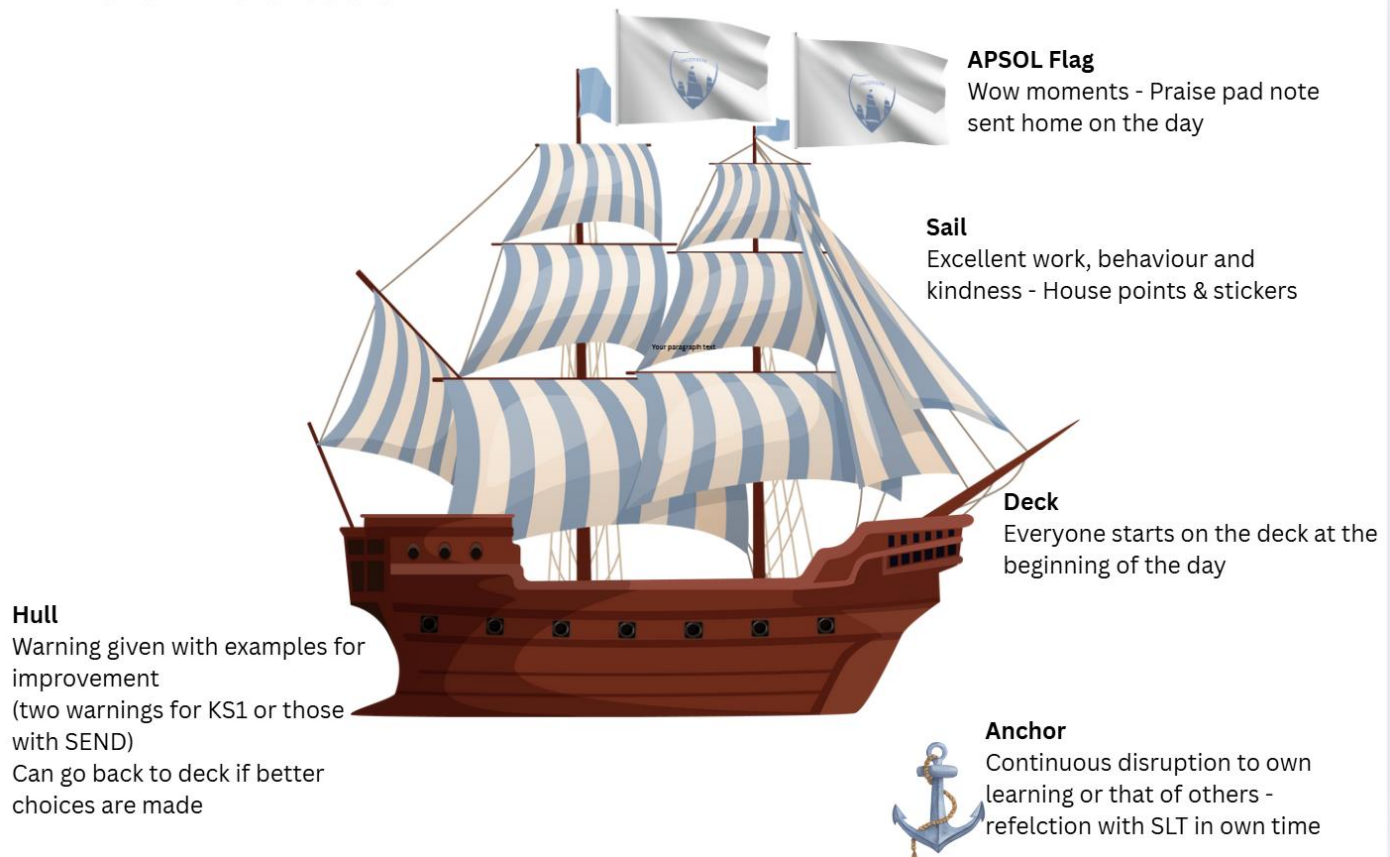
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child reflect on what happened, understand the impact of their actions, repair relationships where appropriate, and agree positive next steps.

The APSOL Galleon also celebrates positive behaviour by providing many opportunities for children to be recognised for demonstrating our school values and respecting the rights of others. Through praise, recognition and rewards, children are encouraged to make positive choices, build strong relationships, and contribute to a safe, respectful and inclusive learning environment where everyone's rights are valued and protected.

APSOL Galleon



Children are supported emotionally through:

- Excellent modelling (all staff)
- Committed staff who deal consistently with behaviour (adherence to behaviour policy)
- Resilience groups (in class)
- Social thinking groups (intervention with support staff/SENCO)
- A well-being mentors (Sports coaches)
- External agencies and professionals, where necessary (EP, SALT, AP, Paediatrician, ELSA)

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What happens if things go wrong?

Whilst we are proud that pupil behaviour is constantly identified as a strength of the school by all our external advisers, we are not a complacent organisation. We are also pragmatic and appreciate that sometimes things can go wrong when children are together five days a week for 190 school days! Our aim is to provide a **consistent approach** to behaviour management.

This policy summarises how staff are expected to respond to unacceptable behaviour including our policy on restraint. It outlines how pupils are expected to behave and our system of rewards and sanctions as well as summarising the **roles and responsibilities** of those in our school community with regards to behaviour management.

Our pledge to parents is to do everything possible to:

- Encourage, acknowledge, thank and reinforce good behaviour
- Ensure that pupils are well supervised at all times
- Pre-empt any problems that might arise before they occur
- Spot any signs of bullying, or any signs of a child being treated unfairly
- Deal fairly with everyone involved if there is a problem and ensure that everyone has a right to speak
- Use a restorative justice style approach, providing the opportunity for anyone who is a victim of poor behaviour to be supported and to confront the person who has mistreated them
- Investigate any problem very carefully and sensitively before reaching a conclusion about what occurred
- Deal firmly, but fairly, with children whose actions cause upset and distress to others
- Use any problems that do arise as an opportunity for learning

Definitions of behaviour

We have categorised behaviour into two groups:

1. Poor behaviour choices
2. Serious Incidents which includes bullying and peer on peer abuse

Poor behaviour choices are defined as:

Low-level disruption in lessons, in corridors, between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude impacting upon their own learning and others

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- Inappropriate lining up or movement around school
- Saying or making unkind comments
- Incorrect uniform

It is typical that low level, poor behaviour choices will be dealt with by the Class Teacher. They will deal with the behaviour choices and if needed add a report to CPOMs.

It is expected that the class teacher will take the responsibility for contacting / liaising with parents (when appropriate). Teachers are the pivotal point between school and home and therefore should invest in building relationships with parents in order to understand the child more. These conversations will be done discretely (not at the door with others present). If contact is made with parents, then a note should be logged in CPOMs.

Teachers should feel encouraged to seek help from more experienced members of staff when they feel they need to. If a teacher requests a senior member of staff to be present in a meeting, the parent will be told in advance, to avoid any surprises.

Serious Incidents are defined as:

- Repeated breaches of the school rules
- Any form of bullying, on and offline
- Sexual assault/harmful sexual behaviour/peer on peer abuse: this includes any general behaviour that causes humiliation, worry, embarrassment, pain, fear, or intimidation - for further information, please refer to the school's Safeguarding & Child Protection Policy
- Emotional harm and abuse including body shaming
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, anti-transgender or discriminatory behaviour or language
- Leaving the classroom without permission
- Repeatedly ignoring teacher's instructions leading to harm of themselves or others

Serious incidents are defined as poor behaviour that escalates and requires a member of the Senior Leadership to become involved. Parents of children involved in a serious incident are always informed, ideally face to face, but also by phone or email - if face-to-face is not possible. The Assistant Headteacher or Headteacher will be the lead member of staff in situations which involve serious incidents of behaviour. Where incidents involve safeguarding concerns, these will be shared with the safeguarding lead on the Governing Body.

All serious incidents should be recorded on CPOMs on the day of the incident (ensuring the Class Teacher, Support Staff as well as the Headteacher and Assistant Headteacher are

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copied in, alongside the Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and Wellbeing mentor/SENCO if the incident involves a child on the Safeguarding and vulnerable children register. In addition to this, the person completing the report should verbally notify the Headteacher and Assistant Headteacher and not rely on the electronic notification. This is because all serious incidents should be dealt with on the same day, where possible.

Please note: we are obliged by law to log all racist and homophobic incidents. These are also reported to our governing body as part of the Principal's termly report.

Racist, sexist, homophobia, anti- transgender language or behaviour is never considered banter and will / must always be reported.

Examples of serious incidents may include:

Example of poor behaviour	How staff are expected to respond:
Tries to create chaos and mayhem	Acknowledge the child's feelings, 'I can see that you...' Focus on keeping everyone safe (remove other children, if necessary, call for help) Focus on modifying most serious behaviour
Oppositional and defiant	Be assertive but keep emotional temperature down. Avoid showing anger, irritation or fear. Start each day afresh
Sexually aggressive/inappropriate	Record all incidences very clearly and seek immediate advice from DSL (Designated Safeguarding Lead)
Physically or verbally abusive Bullies other vulnerable children	Avoid threat of removal/rejection - time in not time out. If unavoidable, do so positively e.g. 'I need to get on with the class - you come and sit here until you feel better', use 'I wonder if you are feeling...' but don't ask child to explain
Racism and other discriminatory behaviour	Language or behaviour deemed to be racist or discriminatory will result in a member of the Senior Leadership being involved, and parents will be contacted

Bullying is defined as:

‘A sustained action or deed that upsets or harms a pupil so that s/he feels uncomfortable and unhappy and as a result there is an effect on his/her emotional wellbeing.’

In simple terms bullying can be described as deliberately unkind behaviour towards another. This can be through looks, words, or deeds. Persistent bullying is when one person adopts a consistently unkind approach to another over a prolonged period of time. Bullying can involve one person or group by another person or group, where the relationship involves an imbalance of power. We will use personal development time to assist pupils to appreciate this definition by discussing real and imaginary examples.

Specifically, the key features of bullying are:

- It does not happen just once; it goes on over time and happens again and again - it is repeated (the school keeps records of behaviour incidents and will refer to these when assessing an incident/s)
- It is deliberate; hurting someone on purpose - it is not accidentally hurting someone
- It is unfair; the person(s) who bully (ies) is stronger or more powerful (or there are more of them) and even if they are enjoying it, the person they are bullying is not

We will not tolerate bullying of any kind for pupils, staff or visitors to our school.

Our aim is to:

Prevent, reduce and stop the bullying if and when it occurs

React to bullying incidents in a reasonable, proportionate and consistent way

Safeguard the pupil who has been bullied and offer support

Understand the motivation of the perpetrator and if necessary, safeguard and offer support

Apply a disciplinary sanction to the bully and ensure they learn from the experience, this is at the discretion of the Headteacher and will follow procedure as outlined in our Equalities Policy

Safeguarding and SEND (Special Educational Needs and Disabilities) Code of Practice

Educate all children in order to enable them to safeguard themselves from bullying both in real life and online

Bullying can include:

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Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of Violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, up-skirting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Peer on Peer abuse definition:

Peer on peer abuse is any form of harmful sexualised behaviour which can include physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

How staff are expected to respond to inappropriate behaviour

Behaviour Protocol

These are our procedures for managing behaviour and do not cover every eventuality. Our overriding principles are:

- Positive role-modelling
- De-escalation
- Safeguarding the learning and welfare of all

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- Prompt communication with parents/carers. An expected initial response to low level isolated behaviours

An expected initial response to low-level behaviour

1. Non-verbal sign to refocus / remind (e.g. a 'look' at positioning nearby)
2. Verbal reminder - usually reinforcing the positive and what is expected
3. A quiet private reminder of expectations 1:1 and suggesting a change of behaviour that might help
4. A change of position suggested
5. A cooling down / reflecting time in a relocated area (same classroom or another classroom / supervised learning space)
6. An informal conversation in the child's time (not lesson time)
7. A trial of a suggested strategy (see table below)
8. A writing up of a statement that is appropriate to the behaviour displayed. This to be dated and scanned onto CPOMS
9. An informing of the behaviour to the parents

Behaviour	How staff are expected to respond
Withdrawn Unable to make/keep friends	Introduce a buddy system, friendship buddy
Destroys property	Validate the child's feelings 'I can see that you are angry' - help the child repair/restore where possible
Demanding teacher attention all the time	Notice the child explicitly; give them something to look after for a while. Give child responsibilities for things
Hostile when frustrated	Small step differentiation, use a timer to divide tasks
Poor concentration, fidgeting, turning round	Arrange seating so there is no one behind the child Laugh with the child, even at silly things
Refuses to engage with work	Offer choices and make lessons/tasks very structured - all materials to hand - ignore, distract, give attention to those doing the right thing
Unable to accept praise or have fun	Do praise but do not be too effusive and be specific. Be mindful that

An expected initial response to persistent challenging behaviour

Should an individual child display persistent challenging behaviour they will be referred to the Assistant Headteacher and then Headteacher. Their parents will be invited to school to discuss their child's behaviour and a plan to be put in place so that home and school are working collaboratively and consistently. The following will automatically result in parents being contacted:

- Physical or verbal abuse
- Refusing to follow instructions when requested
- Destruction of property
- Theft
- Intimidating behaviour

When dealing with conflict all parties will have their say and agree on the way forward. This approach helps to highlight what triggered the behaviour and what might be done in the future to prevent it happening again. When resolving any disputes or falling outs at school we will ask all involved the following questions:

- What happened?
- What were or are you thinking and feeling?
- Who has been affected and how?
- What do you need to feel better?
- What needs to happen now and what can you do to make this happen?

Children may be asked to write their response to these questions. A record of their responses will be scanned onto CPOMS to accompany the staff description of the event and the consequences agreed.

In extreme cases

There are circumstances when it is appropriate for staff in schools and colleagues to use reasonable force to safeguard children and young people. **All cases of restraint must be recorded on CPOMS and the Headteacher and Assistant Headteacher must be made aware.** The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or

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blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given a staff code of conduct to ensure they are aware of correct professional boundaries.

Suspension (Exclusion) – a last resort

Very occasionally a pupil may be suspended from school. This is a serious and exceptional option that has a very set procedure. Any pupil who is deemed at risk of suspension are closely monitored by the Senior Leadership Team. A behaviour plan will be formed by the Principal, parent/s and child and may also involve specialist intervention from Behaviour Support within Wandsworth (Victoria Drive, Pupil Referral Unit for children without EHCPs)

The Head teacher is responsible for suspensions. Fortunately, suspension is rare and will always be our intention to use the SEND code of practice, SEND or vulnerable children procedures such as EHA (Early Help Assessment) and Individual Behaviour/Safety Plans to support children who have significant behavioural and emotional difficulties.

Suspensions may be given for:

- Serious and persistent disruption to other pupils' learning, including rudeness, disobedience and refusal to adhere to expectations
- Physical violence/abuse to staff and/or pupils
- Threats of violence or any risk to the safety of others
- Persistent swearing at any adult and/or pupils in school particular that of a homophobic, sexist, racist or anti-trans nature.
- 'Harmful' sexualised behaviour - this will be defined and understood using the Brook Traffic light tool as used by CAMHS for their assessments
- Serious or persistent bullying, including discriminatory behaviour
- Serious damage to property
- Persistently leaving the classroom without permission
- Leaving the school grounds during the school day.

However, before considering a fixed-term suspension, the Principal will provide the child with personalised reflection time in a different setting within the school, to support the child to refocus.

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If a child refuses to do as asked during this personalised reflection time, **then a Fixed Term Suspension** will be given.

On the following day, the parent and child will be expected to attend a meeting with the Principal. Please note that incidents of a racist, anti- transgender or homophobic nature are reported in a termly return to our local authority and to the Governing Body in the Principal's termly report.

Confiscation

Any prohibited items found in pupils' possession (including mobile phones, recording devices) will be confiscated. These items will be returned to pupils' parents which they can collect in person from the school office.

SEND, Pupil Support

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.

Rights Respecting School

Our school is committed to creating a safe, inclusive and respectful community where every child can learn, thrive and feel valued. As a Rights Respecting School, we recognise that children's rights are at the heart of everything we do. Our approach to behaviour is based on teaching, modelling and promoting respectful relationships, shared responsibility and positive choices.

We use the language of rights and responsibilities to help children understand how their actions affect themselves and others. Children are supported to recognise that everyone has rights, including the right to feel safe, to learn, to be heard, to be treated with respect and to play. Alongside these rights come responsibilities to respect the rights of others.

Staff consistently use rights-respecting language to support children:

Key Rights-Respecting Language Approaches

Reframing Rules as Rights:

Instead of "Don't run,"

Rights Reframe: "*We walk to ensure everyone's right to be safe* (Article 19)".

Instead of: "Be quiet when the teacher is talking."

Rights Reframe: "*We listen so everyone can access their right to learn* (Article 28)."

Instead of: "No running in the corridors."

Rights Reframe: "*We walk inside to protect everyone's right to be safe* (Article 19)."

Instead of: "Keep your hands and feet to yourself."

Rights Reframe: "*We respect each other's right to dignity and safety* (Article 19)."

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Instead of: "No tidying up until the teacher says."

Rights Reframe: "We use all our lesson time to maximize your **right to education** (Article 28)."

Instead of: "Put your hand up to speak; do not shout out."

Rights Reframe: "We take turns speaking so everyone's **right to be heard** is respected (Article 12)."

Instead of: "No bullying or teasing."

Rights Reframe: "We use kind words to protect the **right to be protected from harm** (Article 19)."

Instead of: "Clean up your own mess."

Rights Reframe: "We look after our classroom so we can enjoy a **clean, safe environment** (Article 24)."

Instead of: "Do not exclude others from your games."

Rights Reframe: "We welcome everyone to join in, respecting their **right to play** (Article 31)."

Instead of: "Wear the correct uniform."

Rights Reframe: "We wear our uniform proudly to show we belong to a **community that respects all children** (Article 29)."

Instead of: "Sit nicely on the carpet."

Rights Reframe: "We give each other space so everyone is **safe and comfortable** (Article 19)."

Instead of: "No destroying the toys or books."

Rights Reframe: "We look after our resources so everyone can **play and learn** (Articles 28 & 31)."

Instead of: "Line up quietly."

Rights Reframe: "We walk quietly in line so we don't disrupt other classes' **right to learn** (Article 28)."

Instead of: "No hurting people's feelings."

Rights Reframe: "We use kind hands and kind words to keep our class **happy and safe** (Article 19)."

Instead of: "Share the playground toys."

Rights Reframe: "We take turns so everyone gets to enjoy their **right to play** (Article 31)."

Instead of: "Listen to the lunchtime supervisors."

Rights Reframe: "We listen to the adults because their job is to keep us **safe at playtime** (Article 19)."

See APSOL Inclusion Strategy – whole school approach, to see how else the school support with positive behaviour and pupil wellbeing:

- Inclusive learning environments
- Calm corner
- Visual timetable
- Zones of regulation
- Learning support strategies

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