KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS

Educational excellence for our City

RELATIONAL BEHAVIOUR POLICY

Responsible Board/ Committee	Local Governing Body
Policy Type	School Policy
Policy Owner	Head of School
Statutory	Yes
Publish Online	Yes
Last Review Date	June 2026
Review Cycle	Annual
Next Review Date	June 2027
Expiry Date	October 2027
Version	5

School	King Edward VI Camp Hill School for Girls
School Policy Owner	Lyndsey Maginnis
ISGB/SGB Approval Date	19th October 2026

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SECTION 1 – WHY WE DO WHAT WE DO

1.1 VISION

To create a supportive and co-operative school environment, with staff and students working towards the shared goal of learning and achievement, where individuals are encouraged to establish personal responsibility for behaviour and performance goals and the values of the school are actively promoted through the curriculum and environment. Our community is inclusive and committed to improving outcomes for all students, eliminating all forms of discrimination, harassment and bullying in order to ensure that each individual is able to fulfil their potential.

This will be achieved by staff, students, parents/carers, governors and local partners where appropriate, working as a team to implement a whole-school behaviour policy that covers all aspects of school life, both on and off-site, including trips and visits. All individuals are a valued member of the Camp Hill community.

As a school we strive to resolve any behavioural incidents in a prompt way. To this end and to support the school we ask parents to:

- Read and support the relational behaviour policy and the role of parents/carers, students and staff within it
- Support the school and its implementation of the relational behaviour policy
- Engage with staff to discuss their child's behaviour in school, in person, via email and on the telephone

This policy is in conjunction with the School Code of Conduct, Anti-Bullying Policy and Drugs Policy. These can be found on the website.

1.2 STATEMENT OF PRINCIPLES

Our behaviour policy is the collective responsibility of governors, staff, parents/carers and students and sits under the umbrella of safeguarding. Together we aim to help each student have a sense of responsibility for their own behaviour.

The basis of our behaviour policy starts with the importance of building positive relationships and understanding that *all* behaviour is communication.

We share the following principles:

- **The whole (our ethos and culture) is greater than the sum of the parts**
- **Behaviour is everyone's responsibility**
- **Positive, respectful, clear relationships create the best behaviour**
- **Consistency of expectations, implementation and boundaries is crucial**
- **Everyone deserves to be in a positive, respectful and kind environment.**

Underpinning this:

- Our policy aims to create a positive culture that promotes excellent behaviour, building a community which values kindness and empathy for others
- Every student has the right to learn
- Every teacher has the right to teach
- Every parent/carer has the right to information about their child's progress and behaviour
- All staff, students and parents/carers need to work in partnership, having open conversations, in order to facilitate learning and maintain high standards
- All staff, students and parents/carers work in cooperation to create a supportive and encouraging learning and teaching environment
- There is clear guidance for rewards and sanctions to encourage positive behaviour

1.3 OUR RATIONALE

We recognise that behaviour and wellbeing are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential. When children experience safety in their relationships they open up to new learning, it is therefore vital that wellbeing is placed at the foundation of our school offer.

1.4 OUR APPROACH

Trauma Informed Attachment Aware (TIAAS) practice:

King Edward VI Camp Hill School for Girls is a Silver award accredited TIAAS school.

We believe that a trauma informed, relational approach is the foundation of resilience and life-long learning.

An Attachment Aware school promotes resilience, values relationships, supports vulnerable children to recover from trauma and promotes the development of emotional literacy and self-regulation. The ability to self-regulate is integral to positive emotional well-being and mental health. Our children are supported and encouraged to keep themselves safe and to be safe in their behaviour towards others.

We recognise that behaviour is a form of communication and we, therefore, take responsibility for listening to the needs of a child which they may be expressing through their behaviour, whilst setting clear boundaries and expectations. Emotion coaching strategies are used to best support situations where behaviour is a concern.

1.5 **DEFINITIONS**

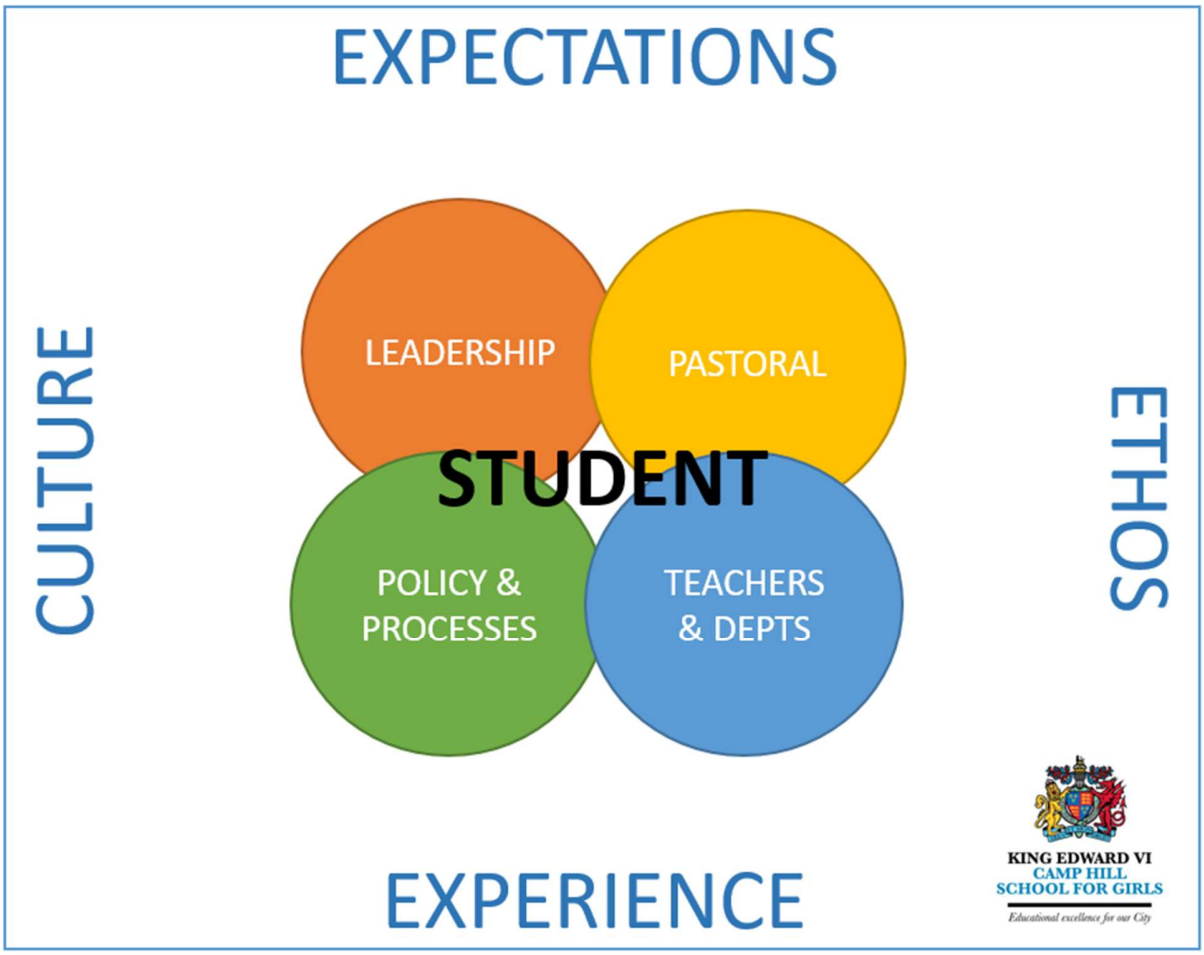
Misbehaviour is defined as any behaviour that is likely to inhibit learning and maintenance of high standards which undermine the principles of this policy.

Serious misbehaviour is defined as persistent misbehaviours where behaviour is likely to inhibit the maintenance of a safe and supportive school environment.

SECTION 2 – HOW WE DO WHAT WE DO

2.1 SPECIFIC ROLES AND RESPONSIBILITIES

Behaviour is everyone's responsibility. The responsibility of the behaviour within the school relies on the collective work of all stakeholders:



As outlined in Section 1, we share the following principles:

- The whole (our ethos and culture) is greater than the sum of the parts
- Behaviour is everyone's responsibility
- Positive, respectful, clear relationships create the best behaviour
- Consistency of expectations, implementation and boundaries is crucial
- Everyone deserves to be in a positive, respectful and kind environment.

Governors –

The Governing Body is responsible for monitoring this relational behaviour policy's effectiveness and holding the Headteacher to account for its implementation. The LGB supports the Headteacher in ensuring all adults are adhering to the Policy.

The Headteacher (& Head of School) –
They are responsible for:

- Ensuring that the school environment encourages positive behaviour, providing necessary training for staff as required
- Ensuring that staff wellbeing is a school priority; workload practices are monitored to support staff regulation
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure the recommended ways of working, rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data relating to behaviour logged onto ArborArbor and MyConcern is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Senior Leaders -
The Senior Leadership Team Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children. The member of staff who has the strongest relationship with the child is best suited to address the behavioural incident.

Senior Leaders will:

- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders and students whose effort goes above and beyond expectations
- Model the Staff Code of Conduct and Trauma Informed Practice in their interactions
- Regularly share good practice and ensure appropriate CPD for all staff is in place as required
- Support staff in managing children with more complex distressed behaviours
- Regularly review provision for children who fall beyond the range of written policies

All staff (teachers, support & site staff):
Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining consistent, clear boundaries of acceptable student behaviour
- Building relationships through their interactions with students
- Adopting an attitude and culture of 'botheredness' – the daily acts of care and genuine interest in children's lives that matter.
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.

- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning through the use of House Points on Arbor), as outlined within this policy (Appendix 2).
- Seeking both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture
- Always reminding children about the expectations
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly on Arbor
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms, in line with the AT Code of Conduct.

Teachers are also responsible for:

- Planning lessons that engage, challenge and meet the needs of all children
- Modelling behaviours as outlined in the Teaching Standards.

Heads of Year –

Heads of Year will:

- Be a visible presence around the school
- Celebrate staff, leaders and students whose effort goes above and beyond expectations, particularly through the Pastoral Bulletin
- Model the Staff Code of Conduct and Trauma Informed Practice in their interactions
- Regularly share good practice
- Support staff in managing children with more complex distressed behaviours
- Coordinate the support for students who are displaying behaviour that does not align with the principles in this policy across 3 or more subjects through measures such as a Head of Year report etc.

Form Tutors -

Form Tutors will:

- Celebrate students whose effort goes above and beyond expectations, through morning Form Time and appropriate rewards, as shared via Arbor
- Model the Staff Code of Conduct and Trauma Informed Practice in their interactions
- Regularly share good practice of students within Form Time, using House Points during Form Time
- Coordinate the support for students who are displaying behaviour that does not align with the principles in this policy across 1 or 2 subjects through measures such as a Form Tutor Report

Subject Leaders

Subject Leaders will:

- Be a visible presence around their department, supporting colleagues as appropriate
- Celebrate staff, leaders and students whose effort goes above and beyond expectations, within their departments
- Model the Staff Code of Conduct and Trauma Informed Practice in their interactions
- Regularly share good practice

- Support staff in managing children with more complex distressed behaviours within their subject area

Parents and carers -
Parents and carers, where possible, should:

- Get to know the school's relational behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Ensure that school attendance doesn't negatively impact their child's ability to learn and cope
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents/carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle any behavioural issue.

Students –
Students are made aware of the culture and ethos outlined in this Policy during transition at the start of each academic year. They are made aware:

- The expected standard of behaviour they should be displaying at school and these are shared at the start of each half term by the Form Tutor using the Expectations ppt
- That they have a duty to follow this Policy
- The school's key rules and routines as outlined in the Code of Conduct
- The rewards they can earn for meeting the behaviour standard, and the sanctions they may face if they don't meet the standard (as outlined in Appendix 1)
- The pastoral support that is available to them to help them meet the behavioural standards

Where students join the School mid-way through an academic year, the Head of Year will support their induction in sharing this Policy.

2.2 STUDENT CODE OF CONDUCT

Our code of conduct is centred around creating and fostering a safe and happy environment where all feel secure and respected. We put relationships at the heart of our approach by listening to our students and recognising the link between understanding behaviour and communication which contributes to a young person's ability to self-regulate. We aim to build resilience by managing behaviour in a positive way so that they can engage with their learning.

The best behaviour management is proactive, pragmatic and personal; it prevents poor behaviour, de-escalates situations and maintains clear boundaries.

Expectations for general behaviour:

Students will:

- Come to Camp Hill to align with the same principles as staff in school; these are shared with students at the start of each term via the Expectations ppt
- Behave in a calm and safe manner in all environments
- Build relationships through their interactions with other students and staff
- Adopt an attitude and culture of 'botheredness' – the daily acts of care and genuine interest in other's lives
- Focus on the values, rights and responsibilities of the school when establishing boundaries in conversation with children
- Demonstrate positive learning behaviours
- Seek both resolution and learning when dealing with incidents: follow up every time, accept responsibility and engage in restorative dialogue with staff to repair the rupture.

Around school students should:

- Walk sensibly around school particularly on stairs, keep to the left. Demonstrate courteous behaviour and good manners around school that align with the principles of this policy
- Keep all areas clean and tidy, free from litter and graffiti
- Use lockers for all valuables and keep them locked
- Have mobile devices switched off and in lockers from 8.40am - 3.35pm. Sixth form students are allowed to use their mobile phones in the Sixth Form block, but not in main school or during lesson time, unless their teacher has given them permission to do so. Students in Y7 – 11 are not permitted to use their phones in school at any time.
- Not eat in classrooms or corridors, but instead, use only designated areas of school
- Report any concerns regarding behaviour, damage or safety immediately to any member of staff
- Be aware of others and respect them and their belongings: students should treat others as they would wish to be treated
- Not chew gum anywhere in school
- Understand that smoking (including vapes/e-cigarettes), alcohol, dangerous or illegal items/substances are not permitted anywhere on the school premises

Uniform expectations

All expectations regarding uniform for students in Main school and Sixth Form can be found on the school website and are detailed in the uniform guide.

Attendance and punctuality

Good attendance (97%) and punctuality throughout the day are essential for sustained progress and show self-discipline and commitment. We do not expect students' attendance to fall below 95% without a known and valid reason. Further details regarding attendance at Camp Hill can be found in the Attendance Policy.

In the classroom students should:

- Be ready to learn, on time, according to the expectations of the teacher (this may be waiting on the corridor/in the classroom depending on the location of the classroom
- Be prepared for lessons, bringing all equipment needed
- Listen carefully to the teacher for instructions and information
- Follow instructions, actively engage and behave appropriately

- Complete work to the best of their ability
- Be polite, courteous and respect the right of everyone to engage in teaching and learning.

2.3 MANAGING BEHAVIOUR RELATIONALLY

It is understood by all staff in school that all behaviour is communication and, therefore, all incidents of behaviour that is concerning begins with a conversation with the individual or group of students. Behaviour is everyone's responsibility, as outlined in 2.1.

2.4 RECOGNITION AND REWARDS

Rewards are the positive recognition of achievement, contribution and progress and are an important part of maintaining student motivation and high expectations. It is important to reward students who consistently work hard to achieve their best as well as recognising students who show a sustained improvement over time. Rewards via House Points are recorded electronically on Arbor and shared with parents/carers.

Rewards may include:

- Praise/verbal comments
- Written comments
- Prominent display of student work
- House Points*
- Praise letters
- Stickers
- Postcards
- Certificates
- Public commendations (in assembly for example)
- Good Egg Award: awarded each week to a member of the form who has made a difference to others in a small way during the week
- Sunshine Award: half termly nomination from the Form Tutor for contributions to the life of the form in Years 7-13
- Celebration event
- Recognition at annual prize giving events and celebrations

*See Appendix 2

2.5 RESPONDING TO BEHAVIOURAL INCIDENTS

Responding to behaviour incidents should be proportionate, timely, tiered according to the misbehaviour and monitored. In line with 'Behaviour in Schools' (2024) de-escalation strategies used at KECHG school in order that positive handling is used as a last resort, if ever at all.

SANCTIONS

The school will implement a range of strategies to deal with behaviour which does not align with our expectations. Breaching the school rules or any other unacceptable behaviour will be dealt with via sanctions provided they are reasonable and proportionate to the circumstances. Sanctions are used to recognise that some behaviours are not acceptable and to deter students from repeating the behaviour in the future. In almost all situations, sanctions put in place are followed up with a reflective conversation about moving forward.

Reasons for sanctions could include but are not limited to:

- Persistent lesson disruption
- Attendance below the school's expectation
- Persistent poor punctuality
- Inappropriate/incorrect uniform
- Missing/incomplete homework
- Use of mobile devices during school time, unless permission to do so is given (Sixth Form only)
- Physical assault against another student or adult
- Prejudicial abuse (in all its forms) against or towards another student or adult
- Verbal abuse against or towards another student or adult
- Discriminatory behaviour towards others
- Threatening behaviour against another student or adult
- Behaviour involving dangerous or illegal items/substances including possession, supplying or consuming alcohol or drugs (see Drugs Policy for further detail)
- Physical damage to the school or its site
- Theft/extortion
- Any behaviour outside of school, or online, which is damaging to the reputation of the school, staff or Academy Trust which brings the school/its community into disrepute (this may be outside of the school grounds)
- Bullying in all forms, including via social media

Details regarding sanctions for specific behaviours can be found in Appendix 1.

Further details regarding bullying, including definitions, examples and sanctions can be found in the school's separate Anti Bullying Policy.

Examples of Sanctions used include:

- Verbal warning
- Break/lunchtime detention
- After school detention
- Referral to Subject Leader
- Referral to Head of Year
- Student put on report (punctuality, behaviour, attendance) by HOY/FT/Subject Leader
- Consultation with parents (students may be asked to attend)
- Suspension (Fixed term exclusion)
- Permanent exclusion

2.6 MORE SERIOUS BEHAVIOURAL INCIDENTS

Suspensions and Permanent Exclusions

In the most extreme of circumstances the Headteacher will consider exclusion as a sanction. Reasons for this can be, but are not limited to:

- Actual or potential physical violence by the student towards other students or adults in the school community.
- Seriously disruptive behaviour which prevents the proper conduct of a class or classes, seriously interferes with the learning opportunities of others or leads to a breakdown in school discipline.
- Persistent failure to follow instructions given by staff
- Conduct which would endanger other students or staff.
- Illegal activities on the school site, while on a school trip, at a place of authorised work experience or on journeys to or from school (e.g. theft, vandalism, possession, use or supply of illegal drugs).
- Possession of dangerous weapons (including knives of any sort or other items which can deliberately be used as weapons – this includes craft knives or adapted items which will need to be shared with West Midlands Police).
- Possession of banned items as per this policy.
- Behaviour posing a serious health and safety risk.
- Sexual misconduct.
- Behaviour likely to bring the school into disrepute.
- Abuse or harassment related to protected characteristics of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation.
- Bullying – verbal, indirect, physical, cyber, sexual, emotional (as defined in the Anti-bullying policy) within a range of sanctions.
- Failure to respond to the school's usual range of sanctions.
- Malicious allegations made against staff and/or students.
- Social Media misuse, including cyber bullying of staff or students.

The term of suspension will be dependent on the seriousness of the misdemeanour. Pastoral care will be provided alongside, and following, any suspension to ensure that the student is safeguarded and reintegration is successful and positive.

Where a very serious offence has occurred, such as a deliberate physical assault, a longer term of suspension will be applied. Serious failure to adhere to the Behaviour Policy may result in immediate, permanent exclusion.

Further details regarding guidance for concerning behaviour in school, in line with TIAAS principles, can be found in Appendix 1.

A central record of all exclusions will be kept and will be presented to the Governors. The exclusion of students for reasons of non-attendance will not be used. It is recognised and understood by the school that some behaviour which falls outside out our expectations can indicate a safeguarding concern and is reviewed by the DSL team.

The school will use alternative sanctions, including use of fixed term penalty notices and the courts.

Suspensions:
A suspended student may be excluded from school premises for one or more fixed periods, up to a maximum of 45 school days in a single academic year. Where this is considered appropriate, the details of the exclusion, as required by the Act, will be communicated to the parents / carers on the day the decision is made, firstly by phone (if parents / carers can be contacted) and then confirmed in writing.

Permanent Exclusion:
This will be used when the Headteacher decides that a student should not return to school:

- In response to serious breaches of the school's behaviour policy.
- If allowing the student to remain in school could seriously harm the education and welfare of others in the school.

The school follows the statutory guidance from the Department for Education of the use of exclusion found here.

Searching and screening
The school has the power to search for "prohibited items"/banned items including:

- knives and weapons of any kind including gel guns and BB guns;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco products;
- vapes;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item.

Searches will be conducted in line with DfE guidance and PACE guidance, carried out by two members of staff: with at least a member of the Senior Leadership Team or a Head of Year wherever possible. Consent is not required by parents/carers. At least one member of staff will be female. Parents/carers will always be informed if a search has taken place and it is recorded on MyConcern.

SEND & medical complexities

Decisions to exclude are based on behaviours exhibited by individual pupils. In line with all Academy Trust and school policies the school recognises its legal duties under the Equality Act (2010) in terms of

safeguarding and supporting pupils with special educational needs (SEN). If the behaviours demonstrated are linked to a disability or SEN, the decision is proportionate based upon the individual needs of the child, in conjunction with the Special Educational Needs Coordinator (SENCO): a more sensitive and differentiated approach may be required. Reasonable adjustments compared to pupils without a disability may include:

- A reduced sanction compared to a pupil without a disability
- Additional behaviour support
- An alternative sanction

This policy is based on the Special Education Needs and Disability (SEND) Code of Practice (2015).

SECTION 3 – HOW WE USE EMOTION COACHING TO SUPPORT STUDENTS WITH SELF-REGULATION

3.1 THE STAGES OF EMOTION COACHING (EC)

Emotion coaches uses the stages:

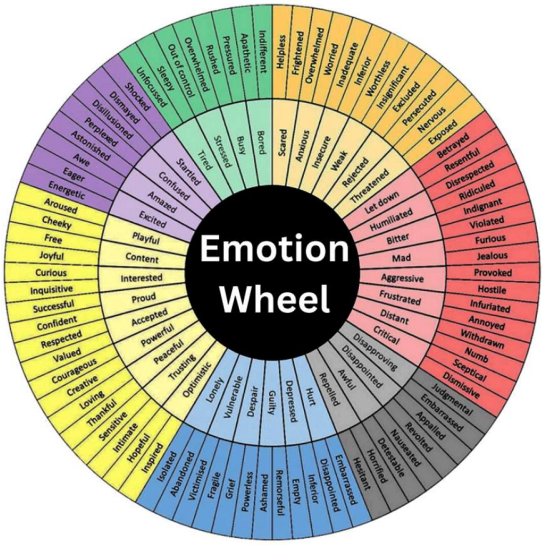
1. Notice and empathise: notice any reactions and judgments the child's behaviour causes in ou. Imagine a similar situation for an adult
2. Label & validate: Help the child to name what they're experiencing in the moment, "I can see that you're angry. I would feel angry, too, if that happened to me…"
3. Set expectations (if needed): Emotion coaching accepts the emotion, but the behaviour may be inappropriate, for example, "I understand you're feeling sad, but hitting your friend is not okay."
4. Problem solving with the young person: When the child is calm, find solutions together. When possible, follow their lead in identifying a solution.

Emotions Wheels are in each classroom to help the staff/student identify the emotion that they are feeling and work through the stages of emotion coaching.

Sometimes, not all four stages of Emotion Coaching can be implemented. Where a student is demonstrating negative behaviour and de-escalation strategies may take some time safe spaces in school may be utilised. These are:

- The Wellbeing Hub
- The Sensory Room
- The pastoral office
- The SEND office
- The Medical room
- The DSL/Deputy Head (Pastoral)'s offices

3.2 THE EMOTIONS WHEEL



SECTION 4 – MONITORING OUR APPROACH ON BEHAVIOUR

4.1 MONITORING AND EVALUATING BEHAVIOUR IN SCHOOL

The school will collect and evaluate data on the following:
- Behavioural incidents, including students on report, via Arbor
- Attendance, suspensions and permanent exclusions
- Use of in-school support services, such as school counsellors, Pupil Enabler and Peer Mentor support
- Incidents of searching, screening and confiscation (as recorded on MyConcern)
- Anonymous surveys for students, staff, parents/carers and governors on their perceptions and experiences of the school behaviour and culture

The data will be reported at regular intervals to the Local Governing Body in the Pastoral Curriculum and Welfare & Discipline Committee.

4.2 MONITORING THIS POLICY
This policy will be reviewed at least annually by the Head of School, or if needed, more frequently, to address findings from the regular monitoring of the behaviour data.

4.3 LINKS WITH OTHER POLICIES:

- Child Protection and Safeguarding Policy (2026)
- Keeping Children Safe in Education (2026)
- Anti-Bullying Policy (2026)
- AT Suspensions & Permanent Exclusions Policy (2026)
- Academy Trust Trans-inclusion Policy
- Academy Trust Staff Code of Conduct
- Attendance Policy (2026)
- Behaviour in Schools (updated 2024) – Gov.uk
- Use of reasonable force – Gov.uk
- Searching, screening & confiscating: Advice for schools (July 2022) – Gov.uk