



# POSITIVE BEHAVIOUR & RELATIONSHIPS POLICY

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
September 2024	Lyndsey Shepherd	Addition of information about suspensions Removal of some information regarding Golden Time/Lunchtimes Addition of information about child-on-child abuse	08.10.2024	
September 2025	Lyndsey Shepherd	Addition of information about drinks linked to Food Policy Changes regarding Behaviour Report forms	FGB on 23.9.25	

# POSITIVE BEHAVIOUR AND RELATIONSHIPS POLICY

## STATEMENT OF INTENT

Redwood Primary School values the dignity of every individual member of our school community and will apply this policy fairly and consistently in line with its respective core values of SHINE. The school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that all our pupils have specific needs relating to their social, emotional and mental health. It is also widely understood that all behaviour is a form of communication.

Our intention is to explore individual behaviours and vulnerabilities and to understand what support will help pupils to reduce anxiety within clear, consistent guidelines.

The school aims to support, encourage and enable pupils to develop attitudes, skills and behaviours which foster positive interactions, facilitate good learning and equip pupils for life.

At Redwood, we have a positive approach to behaviour and always endeavour to praise and encourage children whenever possible to help build their self-esteem and confidence.

## LEGAL FRAMEWORK

This policy has due regard to all the relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2025) 'Keeping Children Safe in Education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- SEND Policy
- Safeguarding Policy
- Equalities Policy and Plan

- Drug and Alcohol Policy
- Complaints Policy
- Use of Reasonable Force Policy

## **RESPONSIBILITIES**

The Governing Board has overall responsibility for:

- the monitoring and implementation of this policy
- handling complaints outlined in the school's complaints policy

The Head Teacher is responsible for:

- establishing the standard of behaviour expected of all pupils
- determining the school rules and sanctions
- reporting on incidents and the implementation of this policy to the governing board

All staff are responsible for:

- setting high expectations for positive behaviour
- adhering to the Teachers' Standards
- being aware of the individual needs of pupils
- reporting all behaviour incidents in line with the school's system (CPOMS)
- adhering to this policy

Pupils are responsible for

- their own behaviour

Parents and carers are responsible for

- the behaviour of their children both in school and outside of school
- supporting the school on attendance and punctuality by notifying the school of any absences or lateness
- notifying the school of any factors which may affect the behaviour of their child
- supporting their child by attending regular meetings, open days and other meetings

## SCHOOL CODE OF CONDUCT



### CLASS DOJO

All classes have a Class Dojo page where they can collect positive points for following the SHINE motto. Parents and carers are given a code so that they can access their child's individual reward chart online and they can be notified when their child has been given positive points in school. We encourage positive behaviour and therefore negative behaviour points are not given. Each class aim to collect points for a reward which will be decided by the class teacher.

### DRESS CODE

- ✓ School Uniform – burgundy jumper/cardigan, white polo shirt/shirt, grey or black trousers or skirt, white, grey, black socks/tights, black school style shoes, coat preferably with hood.
- ✓ PE Kit – white T-shirt, black shorts, plimsolls or trainers, tracksuit (optional), traditional swimsuit for Y3/4 (no bikini or boxer style suits) and a swimming cap.
- ✓ Jewellery – no jewellery except for watches, stud earrings and religious items which cannot be removed. Earrings must be removed for PE/swimming. Religious bangles should be covered with a sweat band. Pupils are responsible for all items of jewellery brought to school. If pupils cannot remove their own earrings, they should not be worn on PE/swimming days.
- ✓ The wearing of make-up, hair dye, nail varnish and tattoos is not permitted with the exception of occasional henna tattoos relating to religious festivals.
- ✓ All items of clothing, including coats, must be named.

If children do not have the correct uniform, a slip is sent to parents to remind them of the school dress code. If this continues, teachers will contact parents directly to reinforce the need to wear the correct uniform and provide support if necessary to ensure this situation is resolved as soon as possible.

## **FOOD AND DRINK CODE**

The only food that may be brought to school is:

- A healthy snack for morning break for KS2 pupils (fruit, cereal bar). This should be separate from lunch box items. Reception and KS1 pupils receive a free piece of fruit from the Fruit for Schools scheme every day.
- A healthy packed lunch
- Treats for the whole class for a child's birthday eg sweets, small cakes

Pupils are provided with a water bottle for use during the day. Children may bring their own water bottle to school. However, as part of our commitment to promoting a healthy lifestyle, children are not allowed to bring other drinks to school unless this is part of their packed lunch. In exceptional circumstances such as for medical reasons, and only with the agreement of SLT, pupils may be able to bring drinks such as juice/squash for break time and lunchtime only.

Packed lunches should be healthy and must not contain sweets, chocolate or fizzy drinks. **We are a nut free school so no nut-based products should be brought into school.**

## **CLASS CODE**

Classes may have class/phase specific codes or rules relating to the smooth operation of the class/phase. These may cover routines such as water bottles, register, sandwich trolley, class resources etc.

## **PERSONAL PROPERTY**

Pupils are responsible for all items of personal property brought to school. The school reserves the right to ban items if there are problems. Electronic items must not be brought to school. Please see the Mobile Phone Policy for guidance on bringing mobile phones in to school.

## **SEARCHING AND CONFISCATING**

Following the DfE guidance "Searching, Screening and Confiscation" published in January 2018, pupils or their possessions will be searched, with or without consent, where staff have reasonable grounds for suspecting that the pupil may have a prohibited item (such as alcohol, weapons, illegal drugs). Staff can also confiscate any prohibited item, or any item they consider harmful or detrimental to school discipline, found as a result of a search. Screening devices are not used by the school.

## **CHILD-ON-CHILD ABUSE**

Our school recognises that children may abuse other children physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse.

Our school provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provide safeguarding through the curriculum via relationships education/relationships and sex education, online safety, and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

The school will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school and/or online. (Please see section 7 of our Safeguarding Policy for more information.)

## **INTRINSIC MOTIVATION**

Pupils are encouraged to behave well because it is the right thing to do. Positive behaviour is encouraged via the following:

- ✓ Teaching positive behaviour (the SHINE motto, school and class rules and routines).
- ✓ Modelling positive behaviour.
- ✓ Providing opportunities for pupils to practise positive behaviour.
- ✓ Praising positive behaviour with stickers, certificates, postcards home, Golden Book etc.
- ✓ Reinforcing positive behaviour.

## **REWARDS**

Systems are in place to promote the development of positive behaviour and to help pupils to internalise positive modes of behaviour and interaction. These are as follows:

### **Dojo Points**

Dojo points are awarded for following the SHINE motto.

### **Stickers/Certificates**

Children can receive stickers, certificates etc from their class teacher in recognition for their good behaviour or effort with their work. Children can also be sent to Senior Leaders with their work for special praise or encouragement. This is usually rewarded with a special certificate or postcard home to share the news with parents.

### **Other Rewards**

Teachers may use systems such as 'Pupil of the Day' or 'Pupil of the Week' to reward positive behaviour within their own classes.

Children also earn rewards for reading at home through the 'Redwood Treasure Trove' – the more a child reads, the more 'learning loot' is earned to spend on prizes at the end of each half-term.

### **Golden Book**

Pupils are chosen to be in the Golden Book each week. The reason they have been chosen is recorded on their certificate which is presented at the Golden Book Assembly. Parents are invited to these assemblies and are notified in advance if their child has been chosen. Mention in the Golden Book Assembly is used to enhance

pupil self-esteem and also to actively involve parents in celebrating their child's success. Photographs of children chosen for Golden Book are shared on Class Dojo to support this.

The Redwood Writers' Award is also presented during Golden Book assembly on a half-termly basis to celebrate achievement in writing.

### **Special Award/SHINE Award/School Council Awards**

A Special Award may be presented in the Golden Book Assembly to a class, group or individual that a member of the school leadership team has noted. These awards may relate to aspects of whole school development that are a current focus e.g. lining up, playtime/lunchtime behaviours, healthy eating, anti-bullying etc.

## **PLAYTIMES/LUNCHTIMES**

- Staff are trained to help children develop their playing skills.
- Children will remain on the playground or the school field, **within sight of supervising adults**, unless eating lunch in the hall, using the toilets, or with the permission of a supervising adult.
- At playtimes, class teachers will ensure that all children are safely in the playground, and that the staff on duty are present.
- At the end of playtime or lunchtime, the staff member/midday supervisor on duty will blow a whistle or ring a bell. Children will follow instructions to stand still, and then walk sensibly to their lines ready for lessons. Children will line up quietly until asked to go in.

In the case of poor behaviour at playtime/lunchtime, the following sanctions are used:

- Verbal warning / explanation of why a behaviour is problematic
- Walk around the playground with an adult – calming down strategy or for a child who is having relationship problems.
- Taken inside for a 'cooling off' period.
- Children should be sent to senior leaders as a last resort e.g. danger that they will cause a fight, run away.
- Orange slips are completed and passed to class teachers with details of any incidents. Serious incidents or those which cause concern are logged on CPOMS.

## **RESTORATIVE JUSTICE**

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our SHINE values. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve problems. At the heart of this, is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe that by using this restorative approach, we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. If a pupil has done something wrong, they will be asked to recognise the impact their behaviour

has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

The following prompts are used at an age-appropriate level during restorative justice discussions:

**1** What happened?

**2** What were you thinking about at the time?

**3** What have your thoughts been since the incident?

**4** Who do you think has been affected by your actions? In what way were they affected?

**5** What do you need to do now to make things right?

# Restorative Practice

eLSA support

## **SANCTIONS**

If there is problem behaviour, the first step is **always** to discuss the behaviour with the pupil in a calm and reasonable manner so that they understand why behaviour is inappropriate or unacceptable. The emphasis is on the behaviour, not the child. Where appropriate, pupils are encouraged to apologise and if possible, make reparation using a restorative justice approach. Where sanctions are necessary, these should always be the minimum needed for a pupil to return to an acceptable mode of behaviour.

### **Warnings**

Where a pupil's behaviour is not acceptable, the child will be spoken to a maximum of three times. The teacher should consider moving / repositioning the child at this stage or using 'Time Out' in a partner class. On the third occasion, the child will be told, 'this is your final warning'.

- If the behaviour persists, the child will miss 5 minutes of their playtime. This will be supervised by the member of staff within the relevant year group.
- If the behaviour continues after this, the child will miss 15 minutes of their next playtime. This will be supervised by the member of staff within the relevant year group.
- In the unlikely event that the behaviour persists, the child is then removed from class for the rest of the session by a senior member of staff or one of the Learning Mentors.

Teachers should be aware that where a child has problems not related to school, the warning system should still be used but a referral to the Pastoral Team should also be made.

### **Behaviour Report Forms**

Where teachers deem that parents should be informed of an incident, this will be done in person or via telephone call wherever possible and subsequently logged on CPOMS. If this is not possible, a Behaviour Report Form can be sent. This would not usually be for minor incidents dealt with via missed playtimes (classroom disruption) but for incidents such as bullying, fighting or stealing. Racist incidents must always be reported to parents in person or via telephone. Behaviour Report forms can be issued by teachers and teaching assistants.

When a Behaviour Report Form is issued, this is saved as an attachment on CPOMS, the parent is emailed the Behaviour Report Form, detailing the incident. Racist incidents are recorded on CPOMS and in addition to the Behaviour Report Form, a Racist Incident form should also be completed and attached on CPOMS. Parents of both the perpetrator and victim should always be spoken to when a racist incident has taken place.

### **Behaviour Plans**

Where a pupil has ongoing issues with behaviour, a positive behaviour support plan is drawn up. Targets for improving behaviour will be agreed which will be specific, achievable and time limited. It may be that after one target is achieved, another will be chosen but the same target should not continue for more than two weeks. Teachers are responsible for this process. The teacher is supported in this process by the phase leader, SENDCO and learning mentor (if appropriate). Positive behaviour support plans may include rewards for reaching the targets set. Parents are always informed and are encouraged to be actively involved in the process. Where necessary, support from external agencies will be included in the plan. Positive Behaviour support plans are reviewed regularly by class teachers. All Behaviour Plans are added as attachments on CPOMS.

Where behaviour is of particular concern, the positive behaviour support plan may include a pupil being placed 'on report'. A target chart will be put in place and the child will report daily to the head teacher/deputy head teacher/assistant head. The maximum time that a pupil can be 'on report' is four

weeks. If there is no improvement, a fixed term suspension may be issued. Parents will be involved in this process.

### **Behaviour Logs**

CPOMS is used to record details of any incidents or issues. Logged incidents should include any follow up actions needed such as phone calls home or discussions with parents. When parents raise any concerns regarding behaviour, these are also recorded on CPOMS in the same way. Any member of staff can log an incident on CPOMS. Orange slips from playtimes/lunchtimes may be recorded on CPOMS depending on the seriousness of the incident.

Senior leaders monitor behaviour incidents on CPOMS on a termly basis.

### **Suspension**

Suspension is used where all other strategies have been exhausted or where a behaviour or action is so serious that it warrants an immediate suspension. Suspensions can be 'fixed term' or 'permanent'.

Permanent suspensions are issued where keeping a pupil at Redwood would be:

- Detrimental to the health and safety of pupils and/or staff.
- Detrimental to the learning of other pupils.
- The pupil's behaviour is such that the school is unable to meet the needs of the pupil.

Suspensions may be issued for:

- Serious and/or repeated physical assault against a pupil or an adult
- Serious and/or repeated verbal abuse/threatening behaviour against a pupil or an adult
- Serious and/or repeated abuse relating to race, sexual orientation, gender identity, disability
- Sexual misconduct
- Drugs and alcohol, including cigarettes and vapes
- Serious incidents of damage to school property
- Serious incidents of theft
- Persistent disruptive behaviour
- Use or threat of an offensive weapon or prohibited item
- Serious inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health

Please see the Exclusion Policy for further information.

### **NURTURE SUPPORT (The Nest and The Rainbow Room)**

Where a pupil has issues affecting their ability to be successful in class (e.g. social/emotional difficulties, attachment disorder, ADHD etc.), a Boxall Profile is completed and passed on to the Pastoral Team and/or SENDCO who will then decide if the Nurture group is the right provision for the child. If so, a plan will be put in place based on the needs identified in the child's Boxall Profile for a place in The Nest. Parents will be notified about the process to place their child in this group and when this will be reviewed.

Children may be placed in nurture for individual lessons, mornings or afternoons. Ideally, children will be taught English and Maths by a teacher in their class at least three times a week but this may depend on their individual needs. The Rainbow Room is a dedicated safe space for children to access when they need help regulating their emotions.

## **SPECIAL EDUCATION NEEDS AND MENTAL HEALTH**

Pupils with Special Educational Needs (e.g. Autistic Spectrum Disorder) and social, emotional or mental health difficulties (SEMH) may need an individual behaviour plan to better suit their needs. Reasonable adjustments should be made for pupils with SEND. Staff will identify the pupil's individual needs, create a positive behaviour support plan, identifying how the child will be supported and review its effectiveness once it has been put in place. Other staff, such as the SENDCO, will support staff with this process. Parents will also be involved along with outside agencies such as the Specialist Teaching and Education Psychology Service (STEPS) where appropriate.

## **TEAM TEACH**

On rare occasions, pupils may become emotionally dysregulated and may present as a danger to themselves or others, they may be at serious risk of damaging property or causing disorder. Staff will always attempt to de-escalate these situations by using strategies such as distraction. However, on some rare occasions, staff may need to use reasonable force to keep those involved safe. Please see the 'Use of Reasonable Force Policy' for more information.

Staff at Redwood Primary School have had Team Teach training – this provides the strategies and techniques to help in situations where pupils have become emotionally dysregulated and may need intervention to keep themselves and others safe.

The basic principles of Team-Teach are as follows:

- At least two members of staff will be present when a situation occurs. This is protection for both staff and pupils concerned.
- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Minimum force is used and for the minimum amount of time
- Physical intervention is a last resort (where possible) – all other behaviour management strategies to be tried and used first.
- Team Teach techniques allow for verbal communication – utilising positive relationships.
- There is a strong emphasis on staff awareness and communication skills – verbal & non-verbal used to deescalate a possible crisis situation.
- Following restraint, there should be both a supportive and reflective structure for both staff and pupils.
- All incidents involving pupils being physically managed should be reported, recorded, monitored & evaluated.

*“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”*

George Matthews - Founder