

Behaviour & Relationships Policy Oldfleet Primary School

Policy reviewed and adopted by the
Board of Trustees

Summer Term 2025

Version

V4

Date of next review:

Summer Term 2026

Responsible Committee:

Local Governing Body

Monitoring:

Trust Board

Related Policies

**Safeguarding Policy
Attendance Policy
PSHE Policy**

Where is this policy published?

School Website

Contents

1 Policy at a glance	2
2 Introduction	2
3 Aims	2
4 Objectives	3
5 Implementation	3
6 Roles & Responsibilities	3
7 School Expectations	3
8 How Does the School Encourage Good Behaviour and Attitudes?	4
8.1 Staff as Role Models	4
8.2 Ready, Respectful, Safe	4
8.3 Recognition Board	4
8.4 Reward Point Cards	4
8.5 Class Goal - Reward System	4
8.6 Praise Assemblies	5
9 Well-being lead	5
10 Getting Children Back to Learning	5
10.2 Communicating with parents following incidents	6
10.3 Physical Harm and Retaliation	6
11 How Does the School Support Children to Improve Their Behaviour?	6
11.1 Partnerships	6
11.2 Parental Contact When Forming an Individual Behaviour Plan (IBP)	7
11.3 Restorative Practice	7
11.4 Pupils with Special Educational Needs and Exceptions	7
12 Use of Positive Handling	7
13 Sanctioning Off-Site Behaviour	7
14 Suspension and Exclusion	8
15 Public Sector Equality Duty	8-9
16 Person Responsible	9

1 Policy at a glance

This school policy outlines a comprehensive approach to behaviour management, aiming to create a positive and supportive learning environment for all.

1.1 Key principles:

- **Focus on positive reinforcement:** Emphasises rewards and recognition (verbal praise, reward charts, class goals) for positive behaviour;
- **Whole-school approach:** Involves all stakeholders (pupils, staff, parents, governors) in creating and maintaining a consistent approach;
- **Restorative practices:** Prioritizes resolving conflicts and addressing underlying issues through dialogue and understanding;
- **Clear expectations:** Establishes clear and concise expectations for pupil behaviour (Ready, Respectful, Safe) and communicates them effectively;
- **Focus on well-being:** Recognizes the importance of emotional well-being and provides support mechanisms for pupils and staff.

1.2 Implementation:

- Staff model positive behaviour and provide consistent feedback;
- A tiered system of support is in place, starting with reminders and escalating to more formal interventions if necessary;
- Strong emphasis on open communication and collaboration with parents;
- Clear procedures for dealing with more serious incidents, including suspension and exclusion (used as a last resort).

1.3 Overall, the policy promotes a positive and supportive school environment where pupils can learn and thrive. It emphasises a proactive approach to behaviour management, focusing on prevention and early intervention rather than solely on punishment.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

3 Aims

The school aims to:

- create a framework to support all members of the school community to live and work together to meet the Cooperative Ethical Values values of:
 - Honesty;
 - Openness;
 - Social responsibility;
 - Caring for others;

- Continuously improve standards of behaviour by developing good behaviour and attitudes, and reducing unacceptable behaviour and attitudes through a fair and consistent use of appropriate rewards and sanctions;
- Develop Growth Mindsets (positive learning behaviours);
- Foster the positive relationships that enable a learning community to succeed;
- Involve all members of the school community in a consistency of approach;
- Follow the principles of Restorative Practice;
- Provide behaviour support mechanisms for staff, parents and pupils where needed;
- Ensure a whole school approach to behaviour from Breakfast Club to classrooms, to play times to after school activities.

4 Objectives

4.1 In partnership with pupils, parents and governors our objectives are to:

- Guide all members of the school community about how to develop high standards of behaviour and positive attitudes to work and to each other;
- Define the roles of pupils, staff and family members;
- Define both good and unacceptable behaviour and attitudes;
- Explain rewards and sanctions within the context of the cooperative values of equality and equity;
- Give guidance to staff and families about how the school will deal with persistent poor behaviour and attitudes.

5 Implementation

We use a whole school approach to rules, rewards and sanctions. As a school we have a fair and consistent approach to supporting children's behaviour. We work in partnership with parents and carers. We work with other agencies when necessary.

6 Roles & Responsibilities

- All staff are responsible for developing a calm and orderly atmosphere in the school where all can learn and thrive. The Headteacher is accountable for this.
- All staff are responsible for ensuring that good behaviour and attitudes are promoted. Expectations for outstanding behaviour and attitudes are at the core of the school's cooperative values.
- All pupils are responsible for their own behaviour and attitudes, and to work with staff to develop these.
- The Trust will monitor Behaviour and Attitudes across the school on an annual basis. Governors will receive reports from the Trust to allow them to work with the school to develop this aspect of school life.

7 School Expectations

7.1 Our school expectations are that all children will be Ready, Respectful, Safe.

7.2 The school expectations encompass a wide range of expectations (what is good behaviour). Copies of the

school expectations will be displayed throughout the school.

- 7.3 Adherence to these expectations shall be reinforced with frequent verbal praise and rewarded through a recognition board, individual dojo points, green and gold Good to Be Green tokens for whole class recognition, postcards and telephone calls home to individual children.

8 How Does the School Encourage Good Behaviour and Attitudes?

8.1 Staff as Role Models

The way that staff conduct themselves, how they model outstanding behaviour and attitudes and build positive and respectful relationships with pupils is crucial in pupils adopting the same behaviours and attitudes. Verbal praise feedback from a member of staff should be used frequently in classrooms, in corridors, in assemblies, in the dining hall and on the playground. Such feedback should be specific and related to Ready Respectful and Safe.

8.2 Ready, Respectful, Safe

All children are expected to follow the school rules of Ready, Respectful and Safe. Children are able to understand these expectations and staff use them throughout the day to support children in understanding what each of these expectations look like. At the end of the school day all those children that have been Ready, Respectful and Safe throughout the day will receive a Class Dojo award of 5 points. Those children that have needed reminders to follow these expectations will receive a Class Dojo award of 3 points.

8.3 Recognition Board

In order to praise children further, a class recognition board is in place. These are used to recognise children showing behaviours that the teacher and class want to see in the classroom. These may link to school expectations, learning muscles or something specific to each individual class. Once the names of all the children in the class have been recorded on the board, a short reward time will be given. Children are expected to support and encourage each other so all names are on the board.

8.4 Reward Point Cards

8.4.1 The school uses a reward store to encourage/reward children showing Ready, Respectful, Safe and using their learning muscles. Children earn a green sticker for their chart for displaying positive behaviour.

8.4.2 Completed point cards can be traded in for a prize in the 'Reward Store'. The School Junior Leadership Team were consulted on the prizes in the shop.

8.4.3 Staff use green tokens to reward a whole class. The green token is then traded in for a sticker on each child's reward card.

8.5 Recognition Boards

8.5.1 The Class Recognition Board encourages, recognises and rewards good behaviour and attitudes of whole classes. The board is used to add children's names when they are showing the desired behaviour they are working for on the Recognition Board.

8.5.3 Recognition Board rewards are to be decided as a class to create a team culture within the classroom working together towards a common goal. Rewards could include extra playtime, bring in a teddy, movie time or biscuit and drink.

8.6 Praise Assemblies

We have a weekly Praise assembly where one child from each class is awarded the star learner certificate and medal. This is linked to one of the Learning Muscles to celebrate their growth mindset approach to learning.

9 Well-being lead

The Well-being Lead's role is to support children, teachers and families in the promotion of positive behaviour. The Well-being Lead works closely with our DSL and behaviour updates are shared at Vulnerable children's meetings.

10 Getting Children Back to Learning

10.1 Reminder, Reflect, Reset

Our aim is always to get the children back onto their learning and following our rules Ready, Respectful, Safe. It is important that this intervention is always following the same routine and predictable for the children. The language used is also really important and needs to be simple and easy to follow and remember.

The steps followed to support children with making good behaviour choices are :-

Reminder
Reset
Reflection (consequence)

Reminder

Verbal - Link back to Ready, Respectful or Safe
I am giving you a reminder.
I am expecting that you will be safe.
Show me that you are safe by walking thank you.

I am giving you a reminder.
I am expecting that you will be respectful.
Show me that you are being respectful by not shouting, thank you.

Reset

I can see that a reset will help you to follow my expectations.
You can either go to the calm space or step outside the room.
I will invite you back to learning. I will make it easy for you to join in when you are ready.

Some options
calm space
step outside the classroom

walk
Partner classroom
Phase leader

Always invite child back into the learning.

Reflect

This is the time to discuss what has happened and decide a better choice for situation next time.

This could be:

Quiet reflection - time agreed to miss playtime.

Apology - verbal vs written (may need to model)

The child and adult have to be ready to do this and should not be in the lesson but at playtime or lunchtime.

Depending on the severity this may need a leader involved. A consequence could include a telephone call home or a discussion with a leader depending on the incident.

10.2 Communicating with parents following incidents

Staff will use their discretion in communicating with parents when children have needed support to re engage with learning. Staff will make contact

10.3 Physical Harm and Retaliation

Harming others physically is not acceptable. Children are taught not to hit back or retaliate as this can only lead to harm. If this occurs both children will be dealt with appropriately.

11 How Does the School Support Children to Improve Their Behaviour?

11.1 Partnerships

11.1.1 The school recognises its shared responsibility with the pupil's family in developing good behaviour and attitudes. The school works collaboratively with parents so that children receive consistent messages about how to behave at school and at home.

11.1.2 Parents are provided with a copy of this policy via the schools' website or on paper by request and are expected to support the efforts of the school in promoting good behaviour and in sanctioning unacceptable behaviour.

11.1.3 The school will share with parents so that they can track and celebrate and support positive behaviours at home. Telephone calls home and postcards are used.

11.1.4 Parents will be regularly informed about their child's behaviour through informal meetings and at parent consultation meetings.

11.1.5 The school works in partnership with parents and outside agencies. Before an outside agency is invited to visit the school parents will be informed. Referrals may be made to the School Nurse, Steps to success (PRU Outreach), Educational Psychologists, Early Help, Social Care, Fair Access Panel for PRU and CAMHS.

11.2 Parental Contact When Forming an Individual Behaviour Plan (IBP)

11.2.1 Those requiring an IBP will meet with the Well-being Lead and their parents and consider the following;

- How the IBP will help to improve the quality of the child's school experience;
- How the IBP will help to improve the quality of other people's school experience;
- How the IBP will allow the child to be more positive and fair to everybody at school.

11.2.2 Each IBP will include strategies designed to improve behaviour. The pupil will then meet with the appropriate member of staff to discuss progress being made at agreed times, with appropriate regularity. These meetings will stop when both parties are happy with the improvements made and this will be communicated with parents.

11.3 Restorative Practice

Incidents will be dealt with in a restorative way, using the restorative questions.

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did? In what way?
- What do you think you need to do to put things right?

11.4 Pupils with Special Educational Needs and Exceptions

If a child's behaviour is logged on CPOMS regularly and has reached the point where parents/carers have been invited to speak with the school then the child may have exhibited the criteria necessary for his/her special needs to be identified and a relevant intervention programme implemented. The Individual Programme will reflect the child's personal needs and be individually tailored.

12 Use of Positive Handling

12.1 We recognise the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents/carers and staff. With this in mind, the school follows procedures to ensure everyone has a positive and safe way of responding to behaviour that requires the use of physical intervention.

12.2 Staff work within the framework of the following principles and procedures:

- creating and maintaining a calm environment that minimises the risk of incidents arising that might require using positive handling;
- using ELSA to teach pupils how to manage conflict and strong feelings;
- de-escalating incidents if they do arise;
- only using positive handling when the risks involved in doing so are outweighed by the risks involved in not using positive handling;
- using positive handling plans for individual pupils.

- 12.3 Members of the School team have been trained appropriately in the use of positive handling techniques 'Team Teach' and should be called upon if such a need arises. Decisions on whether or not physical intervention is necessary, will be made in accordance with the 'Team Teach' guidance. If any positive handling techniques are needed, details of the incident are entered into the CPOMS system.

13 Sanctioning Off-Site Behaviour

The sanctioning of off-site misbehaviour is rare. The Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour even when they are not at school or in the charge of a member of staff, "to such extent as is reasonable." Schools can sanction off-site behaviour in the following circumstances (this is not an exhaustive list):

- **On school-organised or school-related activities:** This includes school trips, sports events, etc.
- **Travelling to or from school:** Behaviour on the journey to or from school.
- **Wearing school uniform or being otherwise identifiable as a pupil:** If the behaviour brings the school into disrepute.
- **Any misbehaviour, at any time, that:**
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the school.
 - Is related to bullying (including cyberbullying).

Reasonableness and Proportionality: Any punishment imposed must be:

- Made by a paid member of school staff or an authorised staff member.
- Made on school premises or while the pupil is under the charge of a staff member.
- Reasonable in all the circumstances, taking into account the pupil's age, any special educational needs (SEN), or disability.
- Not in breach of any other legislation (e.g., Equality Act 2010)

14 Suspension and Exclusion

In rare instances, and as a last resort, there may be the need to suspend a pupil. If further suspensions are required and if every initiative tried has failed, then a permanent exclusion may be necessary. Governors, parents/carers and the LA would all have the right of appeal.

15 Public Sector Equality Duty

- 15.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and
- foster good relations across all characteristics

- 15.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.

15.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Oldfleet Primary School adheres to these statutory regulations.

16 Person Responsible

Updated Summer 2025

Headteacher

To be reviewed Summer 2026

OLDFLEET PRIMARY SCHOOL

BEHAVIOUR & RELATIONSHIP POLICY

WHAT WE DO AT OLDFLEET

Our school rules...

Ready Respectful Safe

Back to learning...

Reminder	Reset	Reflection
Sometimes you might need a reminder about one or more of our rules.	I can see that a reset will help you to follow my expectations and get you back to learning.	I can see that some reflection time will help. Lets talk about what has happened.

Rewards...

Green stickers are given