



BEHAVIOUR AND RELATIONSHIPS POLICY

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1. Policy Statement

This policy sets out the high expectations of behaviour at Heathcote Primary School. It is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

This policy should be read alongside our Child Protection and Safeguarding Policy and any other relevant policies including:

- SEND policy
- Child-on Child abuse policy
- Positive Handling policy
- Anti-bullying policy which includes Anti-Cyber bullying
- Online safety policy
- Exclusions policy.

2. Introduction

A primary aim of our school is that every member of the school community feels valued, respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's Building Positive Relationship policy is designed to support the way in which all members of the school can live and work together in a supportive way. We achieve this through:

- Upholding a culture where every member of our community is held in high regard and supported to meet high expectations, recognising the potential in every individual to grow, contribute and succeed.
- enforcing our school rule: RESPECT (operationalised with our school values – Appendix 1)
- recognising that misbehaviour can be rooted in missing skills in children and that to address these behaviours, a new skill needs to be taught.
- delivering a carefully planned curriculum.
- effective classroom management.
- rewarding positive behaviour through a range of strategies from positive praise to Excellence Awards.
- adult role-modelling.
- Personalised Behaviour Reports
- support from outside agencies for children with additional needs.

3. Aims

- To promote an environment in which everyone feels valued, respected, happy, safe and secure.
- To foster the belief that all children are capable of making positive choices, and that mistakes and opportunities for learning and growth.
- To promote good relationships, so that everyone can work together in an effective and considerate way and have awareness of how our behaviour impacts on ourselves and others.
- To encourage the partnership between home and school.
- To foster the emotional well-being of each child, including an ability to appropriately express feelings and emotions.

- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the community.

4. Leadership and Management

It is essential that The Senior Leadership Team are proactive and positive in their interactions with students and staff. They must be highly visible and recognise the importance of promoting a strong behaviour culture with all stakeholders. School leaders actively and assertively promote an environment where everyone feels safe and supported.

All new staff are inducted clearly into the school's behavioural expectations and are made aware of the importance of maintaining high standards when they join the school.

Messaging is repeated throughout the year to reinforce expectations of staff and their role in promoting routines, high expectations and managing student behaviour. Regular training for staff on behaviour is vital at all levels and is fully supported by school leaders. Staff are made aware of the national qualifications and developmental opportunities available to them and are encouraged and fully supported in accessing effective CPD.

Monitoring and evaluation are key to ensuring that all staff uphold behavioural expectations and that interventions can be swiftly put into place where staff require support. Leaders monitor and evaluate the need for staff support, development and intervention. Early Career Teachers and Recently Qualified Teachers are supported by senior and specialist practitioners as part of their induction and development. Support packages are implemented for members of staff as necessary.

The Senior Leadership Team ensure that they are aware of any students or groups of students who persistently misbehave, whose behaviour is not improving following low-level responses, or whose behaviour reflects a sudden change from previous patterns of behaviour. Appropriate interventions are implemented, monitored and shared with the School Standards Committee.

5. Roles and Responsibilities

Staff Responsibilities

It is the responsibility of all staff to ensure that they are modelling expected behaviour, building positive relationships and dealing with incidents around the school.

- To have high expectations of the children with regard to behaviour.
- To ensure they follow the behaviour policy and use the ethos, language and steps set out.
- To treat each child fairly.
- To treat all children in the school with respect and understanding.
- To cater for children's individual needs.
- To look for positive behaviour – make a point of “catching” them being good.
- To use positive body language and praise good learning and behaviour.
- To give warnings in a clear and calm way.

Pupil Leadership and Community Service

We value the role of pupil leadership in fostering a sense of responsibility and community. Upper Key

Stage 2 pupils are given opportunities to contribute to the effective running of the school through roles such as; School Council, House Captains, Prefects, 'Big Friends' to Reception pupils, Play Leaders, Reading Champions, Digital Leaders.

These roles empower pupils to model positive behaviour, support younger peers and play an important role in communicating and reviewing aspects of the Building Positive Relationships policy.

Children's Responsibilities

All children are expected to:

- Follow the school rule and demonstrate the school values.
- Work to the best of their abilities and allow others to do the same.
- Take care of property and environment in and out of school.
- Co-operate with other children and adults.

Children expect staff to:

- Give them a 'fresh start' every day.
- Help them learn and feel confident
- Be just and fair

Parents' and Carers' Responsibilities

We believe that strong collaboration between home and school is essential to supporting positive behaviour. We work actively with parents and carers to ensure that children receive clear, consistent messages about how to behave—both at home and at school.

School behaviour expectations are clearly outlined in this policy, reinforced through newsletters and are shared during 'Meet the Teacher' events. We expect parents and carers to familiarise themselves with these expectations, to discuss them with their child, and to reinforce them at home. This shared understanding helps children take responsibility for their actions and understand the consequences of their behaviour.

Parents and carers play a crucial role in holding their children accountable and supporting the school in promoting respectful, responsible conduct. If a member of school staff has concerns about a child's behaviour, parents and carers will be contacted and are expected to support the school's actions to address the issue. Should there be any concerns about how a behaviour incident has been managed, parents are encouraged to speak with the class teacher in the first instance, or with the Headteacher if the matter relates to the class teacher.

All adults on school premises or accompanying school activities—including parents and carers—are expected to model respectful, positive behaviour at all times, particularly in their interactions with staff, children, and other adults.

We expect all parents and carers to engage with school staff in a respectful and courteous manner. Any incidents of verbal or physical aggression towards staff will be reported immediately to the Headteacher and/or Chair of Governors, and appropriate action will be taken.

6. Classroom Management

Positive Behaviour Expectations

At Heathcote, we believe in the power of positive reinforcement to encourage and sustain desirable behaviours. Our approach focuses on recognising and celebrating the qualities we want to see more of in our pupils. Qualities that exemplify positive behaviour in our school include demonstrating empathy, being courteous, trustworthy and showing gratitude and respect.

To support this, we implement the following strategies:

- Class nominations to highlight pupils who demonstrate positive behaviours.
- Weekly gratitude sessions to reflect on the positive contributions of our community and how we support each other.
- Termly self-assessment and target setting to help pupils reflect on their own behaviour and set goals for improvement.
- Daily meet and greets at the classroom door by staff to welcome children and set a positive tone for the day.
- Positive contributions are rewarded through initiatives such as the 'Top Table' at Friday lunchtimes for those demonstrating exemplary behaviour in the hall.
- Termly rewards for the house that has earned the most house points
- Excellence Awards (fortnight celebration assemblies, alternating Key Stage)
- Dojo and House Points

Positive relationships, good classroom organisation and effective teaching methods are the key to promoting positive behaviour. The provision of a high-quality curriculum, well-pitched curriculum strongly influences good behaviour. The Heathcote Step System is used to promote positive behaviour choices. Our pupils and staff are able to confidently explain the steps and use them as a part of the daily routines. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

The following practical strategies are used to support and reinforce outstanding behaviour:

- Sharing the 'Behaviour and Relationships Policy' with the children.
- Developing and maintaining clear and positive classroom expectations with the children and applying these consistently across the class whilst considering individual needs.
- Helping learners take control over their feelings and behaviour and be responsible for the consequences of them.
- Referring regularly to these rules in order to reinforce them and to correct inappropriate behaviour.
- Promoting an enriched curriculum with opportunities for all.
- Actively noticing behaviours to praise. So often a child with overt behavioural presentations only gains attention by being disruptive. Making a positive effort to find something to reinforce, will develop the child's repertoire of positive behaviour.
- Reinforcing positive behaviours in another child rather than drawing attention to negative behaviours *e.g. rather than saying "Stop talking" try saying "look how well and are lining up quietly by facing forward and being silent"*.
- Promoting the use of empowering language such as *"stop it please"* and reminding

children of our school rule.

Principles to apply when managing children's behaviour:

- Keep calm and positive, using scripts to help set a clear and achievable expectation, giving the child a chance to self-correct without escalation

"[Name], I noticed you're [state behaviour]. That's not the [Name] I know. Can you show me you're ready to learn by [specific behaviour] so we can move on?"

Example:

"Amira, I noticed you're turning around and chatting. That's not the Amira I know. Can you show me you're ready to learn by facing forward and listening, so we can move on?"

"Liam, I noticed you're tapping your pencil and distracting others. That's not the Liam I know. Can you show me you're ready to learn by keeping your hands still and focusing on your work?"

- Keep your voice low as much as possible, we are a **no shouting school**.
- Serious or unresolved concerns should be discussed as outlined in the Heathcote Behaviour Stages table.
- Record keeping, in line with the Heathcote Step System.
- Informally involve parents at an early stage to make them aware of concerns.
- Do not label the child with the behaviour; negative behaviour is addressed sensitively and without shaming the child. Our approach is restorative and supportive, aiming to guide pupils towards making better choices.
- All adults in school are responsible for promoting positive behaviour and must reinforce our behaviour expectations.
- Be consistent whilst being equitable, considering each child's individual needs.

Step System

To manage behaviour consistently, the school uses a stepped approach that supports pupils in recognising and correcting low-level misbehaviour. All pupils begin each day with a fresh start. If behaviour falls below expectations, staff give clear warnings and opportunities to improve. As behaviours persist, pupils move through a series of steps, with increasing consequences and support at each level. Positive behaviour can allow pupils to move back down the steps.

This system is designed to help pupils reflect, take responsibility for their actions, and make better choices. For more serious or persistent behaviours, additional measures are taken in line with the school's Behaviour Step System (see Appendix 2).

Some pupils with additional needs may follow a Personalised Behaviour Plan tailored to their specific circumstances. These plans provide consistent support strategies that may differ from the standard stepped approach.

7. Managing Behaviour at Lunchtime

A Reflection Zone will be used to support behaviour management during lunchtimes, offering a space for calm down and regulation strategies. Children may be told to visit the Reflection Zone, or are able to self-direct to this space. Records will be kept of children visiting the Reflection Zone to monitor and support behaviour plans.

Lunchtime Football Rules

To ensure fair and enjoyable play, the following rules apply to football at lunchtimes:

- Official rules of football will be followed.
- Year groups will rotate to ensure equal access.
- Only pupils wearing a coloured bib may play.
- Pupils wishing to be substitutes must wait at the side of the pitch; the referee will sub them on.
- Yellow and Red cards are in play and will be issued by the referee.
- Arguing with the referee may result in escalation from Yellow to Red card.
- Only the official school football is to be used.

8. Class Meetings

All classes have weekly Class Meetings. During this time, the teacher facilitates a reflective discussion about what is working well in the class and what could be done to improve. These discussions follow the PEACE process. The aim of the meeting is to progressively improve the experiences of children through a collaborative forum. Meetings are focused on developing positive relationships, accountability and team responsibility.

P.E.A.C.E Process

- The P.E.A.C.E Process is the Conscious Discipline tool used to help solve chronic problems in Your Family Meetings:
- Problem: "I've noticed _____. It's a problem for me because_____."
- Explore: "Has anyone else noticed this? Is it a problem for you?"
- Alternatives: "So the problem is _____." Reframe the problem to focus on the action you want to see and relate it to safety if possible. (Instead of saying, "The problem is grabbing and hitting," you would restate the problem as, "So the problem is that we're having a hard time remembering to ask for a turn. What could we do differently?")
- Consensus: "As family, we will: _____."
- Evaluate: How will we know the problem is solved?



9. Inclusion

We recognise that for a small number of children a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. There may be an individual behaviour plan agreed between the pupil, staff and parents which may involve some time spent in a nurture provision where the child can complete their class work in a quieter

provision.

There may be times when a personalised curriculum is an appropriate way forward, which will be delivered by the child's teacher and teaching assistants. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist. Further information can be found in our SEND policy.

10. Suspensions and permanent exclusions

We do not wish to suspend any child from school. However extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Other measures that may be considered for persistent disruptive or unsafe behaviour include managed move and off-site direction. Examples of extreme inappropriate behaviour that could lead to a suspension include:

- purposely injuring a member of staff
- purposely injuring another child
- purposely damaging school property
- repeated abusive language
- racist and discriminatory language
- persistently causing disruption or distress to the school community

Further information can be found in our Exclusions Policy.

Reintegration from Suspension

When a child has received a suspension, they and a parent or guardian will be required to attend a reintegration meeting with a member of the Senior Leadership or Safeguarding Team. Within this meeting, events leading to the suspension and ongoing expectations will be discussed. The current provision around the child at school will be reviewed and SMART targets for child, family and school will be identified and recorded.

11. Child on Child Abuse and Cyber Bullying

(To be read in line with our Child on Child Abuse and Anti-Bullying policies)

The school actively seeks to raise awareness of and prevent all forms of child-on- child abuse by educating all governors, staff, pupils and parents about this issue, including how to prevent, identify and respond to it. It is important that all concerns and allegations of child-on-child abuse are handled sensitively, appropriately and promptly following the school's policy. We recognise that child-on-child abuse can take an online form and advise pupils and parents about how to stay safe online via our online safety policy. Any concerns should be taken to a member of DSL team who will follow safeguarding procedures ensuring the safety of the child/ all children affected.

12. Recording, monitoring and evaluating behaviour

Significant misbehaviour in school will be recorded according to the Heathcote Step System. Pupils may also be required to complete a 'child's statement' to help an investigation into an incident. Members of staff should record incidents on the school's safeguarding monitoring system as per the Behaviour Stages document. Progress towards individual targets will be recorded on individual behaviour/ education plans. The Senior Leadership Team will monitor behaviour and evaluate the

impact of this policy through the records listed above, observations, comments from formal lesson observations and discussion with pupils, staff and parents.

13. Searching and Confiscation

The school adheres to the DFE Guidance for [Searching, Screening and Confiscation](#).

14. Banned Items

Below is a list of items that are banned from the school site and for which a search can be made:

- Illegal drugs and 'legal highs'
- Cigarettes/tobacco and anything associated with smoking
- Lighters/matches
- Vapes
- Knives or weapons
- Alcohol
- Energy drinks
- Chewing gum
- Stink bombs
- Ropes and cable ties
- Solvents
- Offensive materials – racist/homophobic/pornographic/extremist
- Any item that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury or damage to property

15. Mobile Phone Use for Pupils

Wherever possible, pupils should not bring their phone to school. If a child in Year 6 needs their phone, because they are walking to or from school alone, then it must be switched off within the school gates and handed to the class teacher who will lock them away for the duration of the day. Mobile phone must NOT be left in bags or lockers.

Mobile phones that are brought onto site are the responsibility of the owner and the school takes no responsibility for damage or loss of a device.

Our one school rule is to show
RESPECT

To do this, at Heathcote we are:

Responsible

Engaged

Safe

Prepared

Empathetic

Courteous

Trustworthy

Appendix 2: Heathcote Step System

	<p><u>Green – Step 1</u></p> <p><u>Behaviour may look like...</u></p> <p>Disrupting learning, unkindness to another person</p> <p><u>Examples of logical consequences could include:</u></p> <p>Warning - spoken to by member of staff (teacher, TA, lunchtime supervisor) - Quick verbal warning as a reminder of behaviour expectations and model better choices.</p> <p>Children can turn this around</p>
	<p><u>Blue – Step 2</u></p> <p><u>Behaviour may look like...</u></p> <p><u>Repeated</u> disrupting learning (after a warning has been issued). Repeated swearing and/or inappropriate language, repeated unkindness to another person, unsafe behaviours towards others/with objects or furniture</p> <p><u>Examples of logical consequences could include:</u></p> <p>Class teacher to move seating within the classroom (time to calm and reflect)</p> <p>Children can turn this around – restorative conversation and repair</p>
	<p><u>Yellow – Step 3</u></p> <p><u>Behaviour may look like...</u></p> <p><u>Persistent</u> disruption of learning. Repeated swearing and or/inappropriate language, repeated unkindness to another person, unsafe behaviours towards others, with objects or furniture.</p> <p><u>Examples of logical consequences could include:</u></p> <p>Redirection to partner class or a quieter space outside the classroom (time to regulate, calm and reflect).</p> <p>Adults to use limited language and give time for processing. Calm activities such as puzzles, books, sensory toys used to support regulation.</p> <p>Parents/carers informed about child's behaviour and the consequence received – working away from class to support regulation.</p> <p>Children can turn this around – restorative conversation and repair</p> <p>Consider beginning Behaviour Report Card for child for repeated behaviours.</p>
	<p><u>Red – Step 4</u></p> <p><u>Behaviour may look like...</u></p> <p><u>Continuation</u> of disruption of learning. Refusal to leave classroom/corridor. Purposefully hurting others. Throwing/breaking resources. Unsafe behaviours.</p> <p><u>Examples of logical consequences could include:</u></p> <p>Call for a member of SLT. Time spent away from class in a quiet room with an adult.</p> <p>Once regulated, children to reflect upon their behaviour, work out a more productive response for the future and repair.</p> <p>Child to spend the rest of the morning or afternoon away from class.</p> <p>Behaviour Report Card for child for repeated behaviours.</p>
	<p><u>Red – Step 5</u></p> <p><u>Behaviour may look like...</u></p> <p>Significant events or repeated/persistent serious level disruption. Persistent racist/name calling, bullying, throwing objects with intention of harm at staff, repeated verbal abuse/aggression towards staff or pupils, serious vandalism of school property or repeated incidents of damage to school property</p> <p><u>Examples of logical consequences could include:</u></p> <ul style="list-style-type: none"> Removal to Headteacher. Internal exclusion. Formal meetings with parents,pupil, senior staff and outside agencies. Suspension. Part time timetable. Referral for specialist intervention. Permanent exclusion as a last resort.

