

Positive Relationship & Behaviour Policy

September 2026

Review September 2027

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive and graduated way. It aims to promote an environment where everyone feels happy, safe and secure. We see that the need for good behaviour underpins many areas including:

- Keeping healthy – involves making appropriate choices.
- Staying safe – a safe child is behaving responsibly and all adults have a responsibility to act appropriately around children.
- Making a positive contribution – positive behaviour is modelled and acquired by children as they in turn make positive contributions for themselves or for the group.
- Enjoying and achieving – good behaviour is essential in the achievement and realisation of a child's potential and from which enjoyment comes.
- Developing economic wellbeing – society expects good behaviour as an outcome of the educational process.

Our behaviour policy and approach is built around the '5 pillars of pivotal education'

- ➔ Consistent, calm adult behaviour
- ➔ First attention to best conduct
- ➔ Relentless routines
- ➔ Scripting difficult interventions
- ➔ Restorative conversations

Within the school community, all adults encourage children to be polite, thoughtful of others, respectful and well behaved. Adults model these behaviours to set an example and frequently discuss acceptable behaviours in assemblies and in class. All staff and adults on site are expected to demonstrate and model a calm and consistent approach at all times.

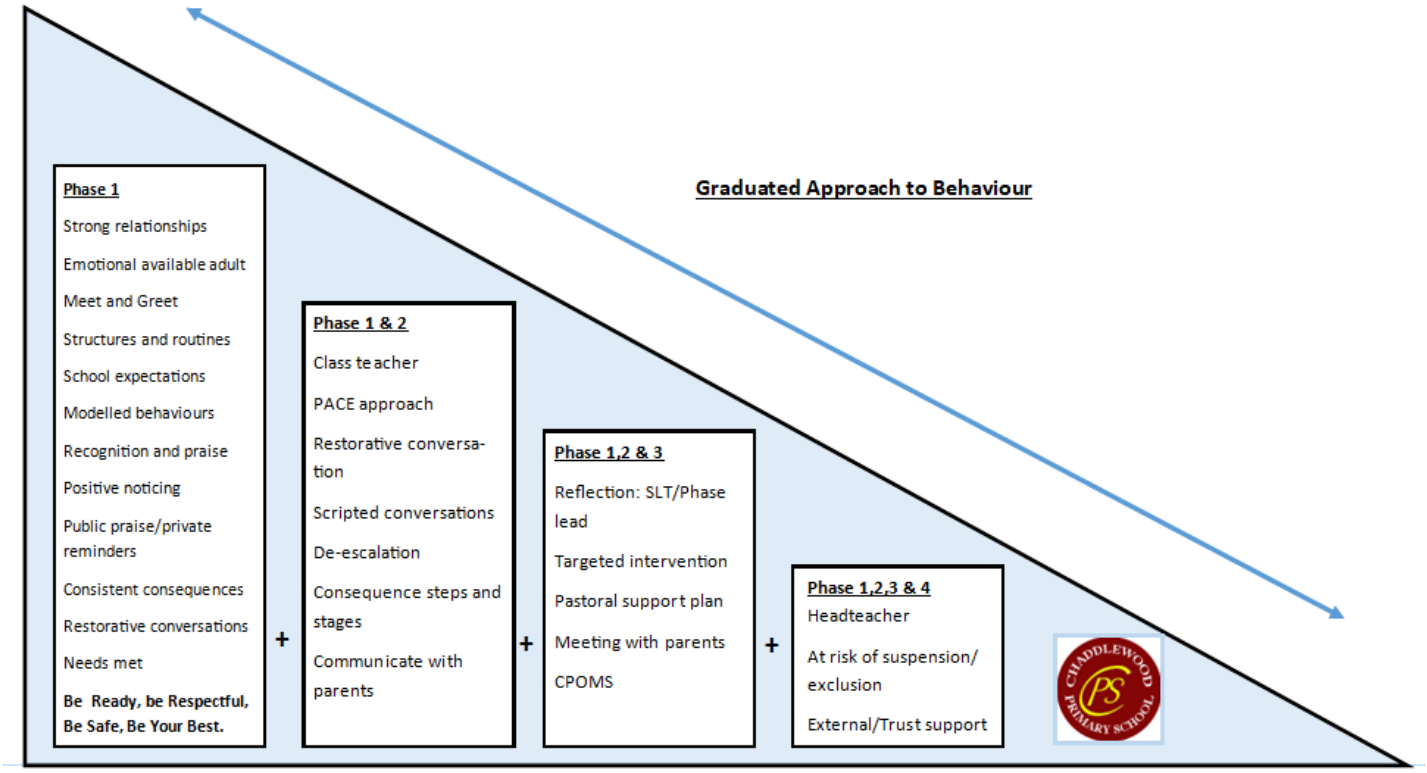
Our school expectations are simple and are applied consistently by all.

- ★ Be ready
- ★ Be respectful
- ★ Be safe
- ★ Be your best

At Chaddlewood Primary School, our school curriculum is designed to enable all individuals to flourish into the best versions of themselves that they can possibly be. Each year group has planned their teaching and learning sequences which enable children to develop these core values:

- Self-motivation
- Thinking
- Resilience
- Independence
- Valued collaboration
- Emotional intelligence

Our graduated approach to Behaviour



Rewards

Our emphasis is always to reward good behaviour in order to reinforce and use it as a model and motivation tool. The most common reward is praise, verbal, non-verbal, informal and formal, to individuals or to a group, publicly or privately.
Our approach is to 'positively notice' good behaviours and rewards these. It is essential that staff are relentless in the consistency and application of our behaviour policy.

Good behaviour, effort, achievement and co-operation are never taken for granted, they are recognised and rewarded appropriately. Praising children contributes to the feeling of being valued and raises self-esteem. Children are recognised and rewarded for demonstrating the school's golden rules: treat everyone with respect, be the best you can be, take responsibility, look after one another and never give up.

These include:

- Praise through verbal and written comments, stars, stickers, reward stamps and team points are used effectively in all aspects of school life. All staff are involved in the giving of praise.
- Recognition cards are for children who demonstrate behaviours that are 'above and beyond' the Chaddlewood expectations. When a child receives a card the class teacher may speak to or call the parent ensuring the child is present to share why the child received the card and their successes. Email is to be used for teaching and learning communication and only used to share successes when appropriate.
- Staff will call parents to share positive behaviours and successes.
- Children's efforts are also recognised and valued in celebration assemblies where staff share the child's successes and are awarded a certificate. A class cup is also given to a child, in assemblies, for exceptional behaviours and is selected by the class teachers.

- Recognising effort and achievement by individuals in their leisure activities is also seen as important in creating the 'feel good' factor. Children have a weekly opportunity to share their 'at home' and 'out of school' activities with the school and some of these are also shared through the newsletter.

De-escalation and Dysregulation

De-escalation will come in many forms, and some approaches are detailed below. They may also include speaking to the child in class privately or walking past them and checking in with them to reinforce appropriate behaviours and praise.

Staff responses

Staff will use key relational approaches to communicate with children. Making sure that emotional available adults are there to support pupils where appropriate.

All staff interactions will be supported by the Protect/Relate/Regulate/Reflect model and will be supported by using the PACE approach.

Play Acceptance Curiosity Empathy is a way of relating to pupils that support them to feel Safe, this can reduce the need for pupils to enter the fight mode and help reduce anxiety within schools.

i. **Play** – Playfulness, light, open, hopeful and spontaneous.

ii. **Acceptance** – Unconditionally accepting of all of the experiences of the pupil, so the pupils will trust staff not to be judgmental.

iii. **Curiosity** – Non-judgmental active interest in how pupils experience what happens to them in their lives.

iv. **Empathy** – Felt sense of the pupil's feelings and needs which is actively communicated to the pupils.

Affect Attunement – Meet the pupil's emotional intensity (positive or negative) on an energetic level, to connect with the pupil in their pain or joy. Mirroring the same level of energy to build a connection around the trauma and help the pupil understand the feelings and emotion. The pupil will hopefully see this as a positive connection with staff helping to build the trusting and emotional available relationship.

Empathy – Recognition of how the pupil is experiencing the event, even if this is very different to how you are experiencing it. Staff won't try and persuade the pupil out of having the feeling, they will help affirm, understand and recognize what the pupil is feeling. This won't just be empathy, but staff will find the right words/language and tone to convey the feeling of empathy. Trauma Informed

Containment – Staff will be able to stay thinking and feeling about the pupil's intense feelings without deflecting into action, distraction or getting angry. At times this will mean being able to bear the pupil's pain. Containment is also supported through clear structures to the day, boundaries and actions that are followed through on.

Soothing (emotional regulation) – Bringing down toxic stress to tolerable stress and moving to states of calm. Soothing and calming the pupil's emotional dysregulated states will over time develop effective stress regulating systems in the brain and a more positive feeling through the pupil's body. This can be done through calming conversations, timeout and sensory support/items but in each case will be bespoke to the pupil in question.

Use of Voice and Body Language – In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety and empathy to the student. Where appropriate a staff member may raise their voice. This is not in anger but with the desire to attune to

and match the student's heightened emotion before de-escalating the emotion down to gain calm. All staff ensure that their body language is always open and non-confrontational.

De-escalation strategies – All staff are trained in a range of de-escalation strategies. These include – distraction, re-direction, change of face, use of humour, offering reflection or calming space and time.

Rewards – As detailed above.

Consequences

In dealing with inappropriate/challenging behaviour, it should be made clear by every adult that it is the behaviour we are addressing, and not the child. (Trauma Informed Approach)

Staff need to ensure that positive and simple questioning strategies are clearly understood by the child.

Adults should be very clear that children should have the consequence that they 'need' and not those they 'deserve' and so their response MUST be proportionate for the child and should also not be led by an emotional response.

The scripted conversation when supporting
"I've noticed that you…Are you upholding our school expectation of…by…? Do you remember yesterday/last week when you helped me tidy up/led the group/ gave me that excellent homework? Remember mum's face when she got the recognition note? That is the person I know—that is the [name] I need to see today." Then use "Thank you for listening" as an excuse to move away and leave the child to their choice.

In the classroom

The school employs a number of consequences to enforce the school expectations, and to ensure a safe and positive learning environment. At all stages, a child will be emotionally coached to ensure they make a good choice and restorative conversations (Appendix 1) will be held if consequences are used (PACE model and to rebuild trust).

Foundation

Initially we focus on executive function and following the school expectations and routines. Then we move to the behaviour consequences for the whole school.

The KS1/KS2 behaviour consequences steps are: (In order of escalation but steps may be jumped)

1. Warning in class. This may be speaking to the child privately and reinforcing expected behaviours.
2. Child's name written on a note on the desk. There is an opportunity for the name to be removed at any given point in the lesson should positive behaviours be seen.
3. If a child's name remains on the desk, they will miss some of their playtime, as appropriate. This should ideally be at the next playtime opportunity but may be carried over to the next day if necessary. A restorative conversation with the adult will be part of this process so the child understands why they are being sanctioned. (Appendix 1)
4. If a child's behaviour does not improve following the loss of playtime, they will be spoken to by a member of the SLT and this will be recorded on CPOMS. Class teacher will call the parents to discuss.
5. Further sanctions may be taken as appropriate.

In the playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and

others' safety and feelings, and follow the agreed School Expectations. It is the responsibility of the teachers and teaching assistants on playground duty to supervise the children and monitor behaviour. Our end of playtime/lunchtime routines are:

- Whistle blown once and the children stand still and come down from large play equipment.
- Second whistle and the children line up on the playground in their classes. They are expected to stop talking. A silent hand signal is used to indicate that the children now need to be silent and walk in in silence.

Stage 1
Any inappropriate behaviour in the playground is addressed in the first instance with a verbal warning about following the school expectations.

Stage 2
If the child continues with the inappropriate behaviour, they would then walk with one of the adults on duty as time spent 'in'. The member of staff and child would have a restorative conversation (Appendix 1).

Stage 3
If the behaviour continues still, then the child would remain with the adult for a proportionate amount of time.

Stage 4
If the rules are not followed at this point, the child will be collected by a member of SLT. This would be recorded on CPOMS and that member of SLT would contact the parents/carers.

Pastoral Support Plans
These are appropriate in order to support behaviour and there needs to be some very specific strategies in place that are reviewed frequently. The plan supports an effective response to the behaviours the child is exhibiting and signposts adults who can support.

It is important that when a behaviour plan is in place that all members of Key Stage staff, SLT or staff who the child will encounter in school are aware of the plan. Behaviour plans should be discussed with the SENDCo before a child is placed on one. A behaviour plan would be jointly created by both the SENDCo and class teacher, discussed with the parents/carers before being implemented and uploaded to Provision Maps.

Behaviour outside school
Pupils at Chaddlewood Primary School are expected to behave as they would in school when involved in 'extended school' activity, such as breakfast club or after school clubs, and when on school activities, such as school trips, away school sports fixtures, or out of school learning opportunities. Pupils are expected to ensure their behaviour does not threaten the health and safety of other pupils, staff or members of the public. Poor behaviour will be subject to the school's Positive Relationship and Behaviour Policy.

Similarly, the school's Positive Relationship and Behaviour Policy applies to children on school trips; on their way to and from school; in school uniform; and engaged in activities that may bring the school into disrepute.

For behaviour outside school, but not on a school activity, the school Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. Pupils' behaviour in the immediate vicinity of the school, or a journey to or from school, can be grounds for exclusion.

Fixed-term suspension and permanent exclusion

Exclusion/Suspension
A decision to exclude a pupil will be taken only:

a) In response to a serious breach or persistent breaches of the school's Behaviour Policy; and
b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

Chaddlewood Primary School complies with the current DFE exclusion guidance (2023)
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

If an incident is deemed serious enough to involve fixed-term exclusion, the Headteacher will contact the parents on the day of the incident. An incident deemed serious enough could include:

Physical assault against pupil includes: Fighting**/**Violent behaviour**/**Wounding**/**Obstruction and jostling
Physical assault against adult includes: Violent behaviour/Wounding/Obstruction and jostling

Verbal abuse/threatening behaviour against pupil and adult includes:
Threatened violence/Aggressive behaviour/Swearing/Homophobic abuse and harassment/Verbal intimidation/Carrying an offensive weapon

Bullying includes: Verbal bullying**/**Physical bullying**/**Homophobic bullying**/**Racist bullying

Racist abuse includes: Racist taunting and harassment**/**Derogatory racist statements**/**Swearing that can be attributed to racist characteristics**/**Racist bullying**/**Racist graffiti

Sexual misconduct includes: Sexual abuse/ Sexual assault/ Sexual harassment/ Lewd behaviour/ Sexual bullying/ Sexual graffiti

Drug and alcohol related includes: Possession of illegal drugs/Inappropriate use of prescribed drugs/ Drug dealing/Smoking/Alcohol abuse/Substance abuse

Theft includes: Stealing school property**/**Stealing personal property (pupil or adult)**/**Stealing from local shops on a school outing**/**Selling and dealing in stolen property

Damage includes damage to school or personal property belonging to any member of the school community: Vandalism/Arson/Graffiti

Persistent disruptive behaviour includes: Challenging behaviour/Disobedience/Persistent violation of school rules

Other includes: Incidents that are not covered by the categories above, but this category should be used sparingly.

- A letter will be sent home within 24 hours outlining the reason for the exclusion and the measure parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Headteacher, Deputy Headteacher or SENDCo on the day that the child returns to school to ensure such events do not reoccur. This is called a reintegration meeting.

Fixed-term (temporary) exclusion
This involves the child being asked to remain at home for a defined period. During this period, responsibility for the child passes to the parents. The Headteacher informs the schools governance about any fixed-term exclusion beyond five days in any one term.

Permanent exclusion
The decision to exclude a child permanently is a serious one and school governance should be kept fully informed as the process goes on. Permanent exclusion is not normally considered, unless there have been a number of fixed-term exclusions first, but in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour Policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. The Headteacher informs the schools' governance about any permanent exclusion. Governance has a duty to consider parents' representation about an exclusion. The requirements on school governance to consider an exclusion depend upon a number of factors – (see DFE exclusion guidance 2015).

APPENDIX 1
Restorative Approaches
It is important that children receive restorative work with staff after any of the above consequences, once they are back in control of their behaviour. This is mutually beneficial for both staff and pupils and will aid repair in relationships. Restorative work is a way to allow children to think about how their behaviour impacts on others around them and problem solve to effect a change. It is a chance to shift thinking from the 'what, to the now what'
QUESTIONS: What happened?
What were /are your thoughts and feelings?
What was the impact on those involved?
Who has been affected and how?
What needs to happen to put things right?
What will be done differently in the future?

A restorative approach can be supported with the use of comic strip conversations:

Comic Strip Conversations
Comic strips can be a good way to explore and talk about feelings, as the focus is not directly on the young person. You can use a comic strip conversation to break down social situations that may have been confusing or upsetting for a young person. Using a comic strip with a young person can help them to understand more about the way they, and others communicate and why a misunderstanding occurred.

Comic strips are a good visual way to gain an understanding of the young person's perspective. Once there is a shared understanding, comic strips can be a really helpful tool in supporting a young person to socially problem solve and explore new or different ways of communicating. Once you have 'unpicked' the situation or explained the misunderstanding, then you can consider possible solutions or alternative ways of managing the situation with the young person. You might draw out other possible scenarios and explore the different outcomes. This can help the young person to understand how they might manage the same situation differently next time e.g. "next time you might come and find Mum first", "I could check first if he was joking" etc.

APPENDIX 2

Physical Contact with Children: Please read the West Positive Handling Policy

https://docs.google.com/document/d/1aaNnJK6AudFEwZVTXdXHPsOLnYV_ZJAB5lq90Szwz8k/edit

APPENDIX 3

Parent/Carer Communication Protocol

This protocol sits alongside the Code of Conduct and Parent/School Communication Policy

It is essential that we develop and maintain positive, open and honest relationships with our parent and carer body and to support this we have to consider our communication and interactions. Below are some broad guidelines which will support the development and maintenance of these positive relationships. As with all guidelines, they are not a 'cover–all' and so should there be a situation when you are unsure how to approach or communicate with parents, please ask a member of SLT.

- Consider the language you use when speaking to parents/carers and how accurate and emotive you are; be precise and don't be tempted to exaggerate or use slang or educational speak in your communication.
- Consider what information needs to be shared with parents and carers. Sharing hearsay from other parents and carers is not appropriate. Share evidenced facts about their child.
- If you are sharing behavioural or medical information with a parent/carer, please speak to them in a private space (this might be the classroom) and not at the classroom door or any other public space. If you are aware that you would like to meet them after-school during the school day, ask the office to call to let them know as this avoids having to summon them to the classroom door, which is very embarrassing for them.
- Sharing positive messages and feedback at the door is acceptable but try to make this intent obvious.