

Staples Road Primary School

RELATIONSHIPS [BEHAVIOUR] POLICY



Approved by:	Local Governing Committee	Date: May 2025
---------------------	---------------------------	-----------------------

Last reviewed on:	May 2025
--------------------------	----------

Next review due by:	May 2026
----------------------------	----------

STAPLES ROAD PRIMARY SCHOOL



RELATIONSHIPS POLICY

2025

“When the adults change, everything changes”

Paul Dix 2017

Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our school’s general aims and ethos, in relation to children’s personal, social and moral development (including mental health and wellbeing), and also our policy on rewards and sanctions with regard to pupils’ behaviour. It also contains our policy on exclusions. This should be read alongside our policies on Equality and Diversity, Teaching and Learning, Special Educational Needs, Mental Health and Well-being, Anti-Bullying and Safeguarding.

Policy Statement

At Staples Road Primary School, we understand that how we interpret behaviour is vital. We understand that behaviour is understood as a communication of unmet need or as an adapted, defensive stress response. We recognise that modern science is showing that there is a huge difference between misbehaviour and stress behaviour.

Misbehaviour: the key to any misbehaviour is that a child could have acted differently; that they are aware that they shouldn’t have done something and were perfectly capable of acting differently.

Stress behaviour: the key to stress behaviour is that the child is not fully aware of what they are doing, or why they have limited capacity to act differently. Stress behaviour is caused by too high a stress load. The big challenge is figuring out why the child’s stress is so high.

(Essex Trauma Perceptive Practice Manual)

The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond. We understand the importance of ‘feeling safe’ in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

All staff at Staples Road Primary School have high expectations of children's behaviour in order that every child achieves his or her full potential and we make a point of acknowledging, praising and rewarding behaviour that is good.

We believe that everybody in school has the right to:

- be treated with respect and kindness
- learn, develop and progress
- feel safe

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. We practise relentless routines and visible consistencies that all children and staff follow.

All adults in the school share these 5 Pillars of Practice;

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Restorative dialogue for difficult interventions.
5. Restorative follow up.

Children are praised publicly and reminded in private.

Trauma Perceptive Practice (Essex Local Authority)

An understanding of trauma, chronic stress and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school community understands the impact these have on a child's development, behaviour and learning to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning.

There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

We believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Aim of the Policy

Every member of staff working in the school is expected to be consistent in their approach to children's behaviour and follow the school's behaviour policy for the following reasons:

- Consistency and security for the children;
- Consistency and security for parents;
- Elimination of ambiguity for staff;
- Support for ECTs, supply staff and non-teaching staff;
- Ease in establishing good behaviour.

Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school. We believe in equity.

Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work

Our School Motto and Values

STRIVE

*We work hard with **RESILIENCE** and **CREATIVITY**.*

RESPECT

*We respect each other and our school with **KINDNESS** and **HONESTY**.*

SUCCEED

We are proud of ourselves and our school and celebrate all our successes

Our School Rules:

Our rules are simple and straightforward and link to our values so that all children and staff can remember them.

We are Honest
We are Kind
We are Resilient
We are Creative

Purpose of the Policy

The purpose of the policy is to ensure:

Consistent language and consistent response: referring to the above rules, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up: ensuring 'certainty' in the classroom, in the playground, and senior leadership level.

Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: defined, agreed and applied at the classroom level as well as established procedures for break times and structures for more serious behaviours.

Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

Consistent respect from the adults: even in the face of disrespectful pupils!

Consistent models of emotional control: emotional restraint that is modelled and not just taught, (Zones of Regulation), pupils are never ‘shamed’, teachers as role models for learning, teachers learning alongside pupils

Consistently reinforced rituals and routines for behaviour: in classrooms, and around the site.

Consistent environment: displays [Go for Gold] are of a consistent high quality, consistent visual messages and echoes of core values [Values Posters], positive images of pupils

Our Approach to Positive Behaviours

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled.

Celebrating success:

This positive promotion of values and resulting behaviours will be visible to the children and they will be directly rewarded through the Dojo system. For example, they can earn Dojo points by being honest, kind, listening with respect and so on and demonstrating the golden rules.

Positive behaviour is also celebrated through feedback from class staff, sharing with parents/ carers and showing work to senior leadership. ‘Stars of the Week’ are chosen weekly, as are children who display the values, earning a values certificate.

Rewards: Class Dojo

Dojos are used as a reward indicator at Staples Road. Dojos are accumulated throughout the year. Class teachers use an online system to track pupils’ dojos.

It is important that we reward with dojos in a consistent manner. The following table can be used as a guide:

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Good Manners (School values)	Reading at home	Handwriting	Behaviour for learning
Above and beyond work	Phonics	Behaviour for learning	Engagement
Handwriting	Spelling	Completing a challenge	Attitude for learning
Trying new things	Handwriting	Spelling	Homework/Reading
Good reading	Walking quietly –School values	Homework /Reading	SEND as per one plan
Writing in Choosing	Behaviour for learning	SEND as per one plan	Word of the day
Maths in Choosing	Staying on Gold	TTRockstars	Attendance

Walking quietly	Transition	Evidence of school values	Evidence school value
Being kind to others	SEND as per one plan		Handwriting Hero
Vocabulary			
Resolving conflict			

Addressing Inappropriate Behaviour with dignity

It is the positive feedback and encouragement and the building of self-esteem above all else that makes our Behaviour Policy work. All staff must recognise and encourage choices of good behaviour. It is also important that all staff respond consistently to behaviour:

Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone or sharp word. Do not allow yourself to shout, point or even give the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it become routine, easy, normal – even working in the most extreme circumstances.'

Paul Dix, 2017

When children make mistakes with their behaviour, there has to be a consistent approach to dealing with these to ensure the same consequence is happening in each class and in all year groups. There also has to be the opportunity, where possible, for children to learn from their behaviour. The following approaches aim to ensure this.

Go For Gold:

Every class has a Go For Gold chart which is visible to all children. The chart looks like this:



The idea is for children to stay on Gold. If they make the wrong choice, they will be told that they are on Silver. However, the focus will be for them to make the right choice and get back to Gold. They will be encouraged to refer to the 'Back to Gold' poster, and adults will also encourage this verbally.

Staff will be looking to positively reward the child to help them get back to gold rather than look to moving them to bronze.

If a child is unable to get 'Back to Gold' and ends up on Bronze, there will be a consequence. This consequence will be time out at the teacher's discretion. This will take place in a buddy class in the same year. So for example, a child on Bronze in Y2 Fox, might have time out in Y2 Badger.

If the Bronze behaviour is seen in the playground, adults will ask the child to visit the Reflection Room, where they will have an opportunity to explore and reflect with a member of the Senior Leadership Team (SLT).

Incidents of a Serious Nature

It is recognised that for some children further sanctions may need to be used. If there is a serious example of behaviour, either in class or in the playground, the Senior Leadership Team [SLT] will be involved. Here is a table to help understand what behaviours lead to silver and bronze, and what will lead to SLT involvement. It is not exhaustive, but helps to give a broad understanding of different behaviours and the consequences.

Gold to Silver Silver to Bronze behaviours	Straight to Bronze behaviours	Consequence for being on Bronze	SLT Involvement
Repeated low level behaviours <ul style="list-style-type: none"> - Calling out - Talking loudly walking around school - Distracting others - Not being kind <small>[not sharing/ calling names]</small> 	High level behaviour <ul style="list-style-type: none"> - Dishonesty - Rudeness/ disrespectful to adult - Very unkind [Physical/ aggressive behaviour] <p style="text-align: center;">RESTORATIVE</p>	Buddy class expectations: <ul style="list-style-type: none"> - Clear period of time - Not made example of when in the other class - Reflection sheet given 	Bullying/ cyber bullying Racist/ peer on peer abuse Serious physical and aggressive fight 3 straight to bronze in a week Any other seriously concerning behaviour <p style="text-align: center;">RESTORATIVE</p>

Incidents of a serious nature (e.g. aggression, violence, racism) will immediately be referred to and dealt with by the Head or a senior leader in his/her absence. Incidents will be recorded on the behaviour system provided online by Arbor. This will involve the Head and relevant staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

Restorative Practice

Alongside relational skills, all staff are trained in how to hold an effective restorative conversation. Five key questions are used to ensure the conversation is reflective, yet is not detrimental to a child's view of themselves.

The Restorative Five:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

Staples Road primary School aims to become a school which takes a restorative approach to resolving conflict between children and preventing harm. It is a highly effective best practice to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. The adult mediates and gets a full understanding of what happened and helps children to identify how they felt and what they can do differently next time. With this increased understanding, the child responsible for harm is more likely to learn from the incident and accept the consequence [however serious].

There is good evidence that restorative practice delivers a wide range of benefits for schools. A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

Fixed Term and Permanent Exclusion

We are an inclusive academy and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The Head of School can exclude a pupil from the academy on disciplinary grounds for the maximum of 45 academy days per academic year. After this the pupil may be permanently excluded.

Should a child be continually and seriously disruptive during the lunch break the Head of School is entitled to exclude the child from the academy premises for the duration of the lunch break. Such an exclusion will be treated in the same way as any other exclusion in terms of notifying the parents. Lunchtime exclusions shall count as a half day exclusion for the purposes of record keeping.

The Head of School reserves the right, pursuant to Section 89(5) of the Education and Inspections Act 2006, to exclude a pupil for actions committed out of academy hours and off academy premises, including when the child is not under the lawful control or charge of the academy.

The Head of School will take account of their duty of care when excluding a pupil and not allow them to leave the academy premises until they are accompanied by an appropriate adult. To facilitate this the Head of School will contact parents to arrange the collection of the child should the exclusion take place in the middle of the academy day.

Under the Equality Act, the gender, race, ethnicity, disability or sexual orientation of a pupil cannot be a contributing factor in the decision to exclude them.

The Head of School will not exclude any pupil or increase the length or severity of an exclusion for any non-disciplinary reason, such as poor academic attainment or the conduct of a pupil's parents. The academy will not place conditions on a pupil's exclusion whereby the failure to meet such conditions would result in the delaying of their return to academy. It is unlawful for pupils to be excluded from the academy during the presence of inspectors if they would not have been excluded otherwise.

This policy was approved by the Board on **May 2025**

This policy shall be reviewed on a regular basis to ensure its continued effectiveness and compliance with the law and regulations.

Next review date: **May 2026**

