Stockton on the Forest Primary School
Positive relationships and behaviour Policy

Policy reviewed by Governors:	September 2025
Date for renewal:	Renewed annually alongside the Anti-bullying Policy or when appropriate.

Stockton-on-the-Forest Primary School
Positive Relationships and Behaviour Policy

Rationale

We believe that it is important that children understand the different emotions they experience, why they occur and how to manage them. We do this by having a positive and restorative approach to behaviour management that builds on pupil's self-esteem through strong relationships as stated in our values whilst setting clear boundaries and expectations to keep children safe and enjoy a happy learning environment.
Our behaviour system supports children's personal development and to follow the three school rules:



These are underpinned by our school values:
Kindness, Respect, Resilience, Aspiration and Community.

Ready	Respectful	Safe
Being in on time	Being kind to each other Speaking calmly to others	Being calm in the corridors
Being ready to learn	Showing a positive attitude Looking after all equipment	Being calm in the classroom
Dressed in the correct uniform	Using equipment for the job it is intended for Being quiet when someone is speaking	Being calm on the playground
Trying their best in all subjects	Listening to others Keeping a tidy classroom	Taking care of each other
Asking and answering questions in lessons	Keeping tidy corridors Respecting the playground	Seeking help and support when it is needed
		Keeping hands and feet to self

Consistent routines	Smart starts, wonderful walking, lovely lines

We aim to achieve the following strategies:

- Promote a positive climate and learning culture within our schools.
- Provide a safe school environment for all.
- Have clear boundaries and expectations of behaviour.
- Celebrate success and de-escalate negative behaviours.
- Promote self-esteem, self-regulation and positive relationships.

These are our expectations for adults in school:

- Develop positive relationships with all children.
- Never walk past or ignore pupils who are failing to meet expectations.
- Deal with all poor behaviour in private.
- To be calm and not shout at children.
- To use the scripts for emotion coaching.
- Follow up all behaviour with restorative conversations.
- Communicate regularly with parents to build a collaborative approach.

Developing children's understanding and accountability of their own emotions and regulation

We teach our children to recognise their emotions and that these are natural feelings that everyone experiences.
We use the Zones of Regulation across school to support this learning and teach strategies to manage strong emotions.
Our regular whole class check-ins help staff to continuously monitor which children need support.
Some children need additional support to recognise and regulate their emotions. They may have ELSA or wellbeing pastoral interventions or an individual behaviour plan to support their needs.



Promoting positive behaviour choices



We praise positive behaviours as something to celebrate. Adults in school strive to recognise and reward positive behaviour, seeking to catch children making positive choices at every opportunity. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce and celebrate our expectations all of the time.

Children can earn Dojo points for demonstrating expected behaviour and working well. When Class Dojos amount to 500 points, the whole class celebrates with a Dojo day; they can wear non-uniform, bring in a teddy and enjoy some free-choice time.

Every week, we have a focus on a behaviour expectation and children demonstrating this may be rewarded through joining our Recognition Board. Children on the Recognition Board will have their photo on the board, receive 5 Dojo points and take a note home to celebrate.



Once a week, the whole school gathers in Celebration assembly where each class celebrates a child who has earned a Headteacher's Award. We proudly showcase their photos on our school Celebration Board, congratulate them in the assembly and they earn 10 extra Dojos for their class.

Dealing with negative behaviour choices

We strongly believe that unacceptable behaviour needs to be dealt with consistently, quickly and privately.
We believe in strong, clear boundaries and consequences for unacceptable behaviour.
We also believe that children are learning socially and emotionally and use evidence-based strategies to teach and support children's understanding and development (eg. Emotion Coaching and Zones of Regulation).
We believe that:

- Children need to learn to recognise and identify their emotions,
- Accept experiencing challenging emotions are 'normal' and it is how we react and respond that is important
- Learn strategies to deal with ups and downs
- Use moments of challenging behaviour as opportunities for teaching
- Build trusting and respectful relationships.

Responding to unacceptable behaviour:
To ensure we have a fair, consistent and clear boundaries to support a safe, positive learning environment, we know there are times where children need reminders and teaching to reflect on their behaviour and learn to make positive choices. To support this, we have clear consequences in place for negative behaviour choices. There are children that may need adaptations to meet these expectations but all children are expected to follow our behaviour system.

	Behaviour examples	Consequence
Reminder Quick verbal or non-verbal reminder	Low-Level disruption or unkind behaviour eg Calling out Ignoring instructions Pushing in Unkind comment Being disrespectful towards adults, other children or the school premises Not listening, or talking when someone else is speaking Running/shouting in school Causing damage to the property of others or of the school	Reminder to child Non-verbal reminder eg touch on shoulder or eye contact or point at expectation visual Quiet word Reminder of expectation Expectation for model behaviour
Warning	If inappropriate behaviour does not stop after a non-verbal or verbal reminder, a child may be given a	Emotion Coaching language is used (see appendix)

	warning. Continued low level disruption beyond the reminder.	
Time Out 5 minutes playtime spent with staff member	Continued disruption following warnings. More significant disruption or behaviour that is not meeting expected standards.	Time in at break – 5 minutes Follow up restorative conversation preferably with the staff member who has issued the sanction in classroom. Catch up on any missed learning due to disruption. Report any underlying concerns to Safeguarding leads/ SENCO
Reflection Missed playtime for reflection	Continuing inappropriate behaviour following Time Out sanction. Interfering with learning and/ or disruption to the school day Jeopardising the safety of staff and pupils Physical hurting or significantly unkind, disrespectful behaviour. Unacceptable language	Time spent with staff member on 'Reset, Reflect, Restore' process (see appendix) Parents will be informed of the incident/ behaviour
Referral to Headteacher Parental involvement	Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy) Significant physical violence or verbal aggression directed towards an adult or pupil Use of object/weapons to hurt others Serious/ continued bullying incidents Vandalism leading to significant damage of school property and resources Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)	Time spent with headteacher or senior staff on 'Reset, Reflect, Restore' process (see appendix) Parents will be informed of the incident/ behaviour and invited in for discussion where appropriate. See below for further actions.

Serious and significant disruption

After 4 or more 'Reflection' sanctions in the current term, parents/carers will be invited to meet with the headteacher to discuss any next steps or reasonable adaptations to support their child to meet our behaviour expectations. This may include an individualised behaviour plan, reduced timetable, a referral to an another agency or any other appropriate measure to ensure an improvement in behaviour for the pupil.

In extreme circumstances, where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the headteacher or deputy safeguarding lead will be alerted immediately. The headteacher/ deputy safeguarding lead investigates the incident and decides upon the appropriate consequences.

Playtimes and lunchtimes

All staff will follow the Positive Relationships and Behaviour policy in the playground and continue to observe and reward positive behaviours through praise. Staff will also act as a positive role model by pro-actively playing with children, encouraging games and collaborative play.

In order to maintain the safety and wellbeing of all pupils, ALL incidences of serious misconduct in the playground are treated with a 'zero tolerance' policy, with children either asked to walk with a supervising adult for a period of time or withdrawn from the playground. Minutes lost during play/lunchtimes are paid back in subsequent play/lunchtimes. The class teacher is informed in order for them to gauge whether communication with the parent/carer is necessary and all incidents are logged.

Children who are persistently unsafe on the playground should be discussed with the Headteacher to outline a personalised provision and prevent reoccurrence. If, however, persistent unsafe behaviours continue, children may be withdrawn from the playground for an agreed period and gradually reintegrated when they show readiness.

Pupils whose behaviour at lunchtime is persistently disruptive may be excluded from the school premises for the duration of the lunchtime period.

Removal from the classroom

It may be that the pupil is removed from the classroom for a limited period of time to regulate their behaviour. The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete. The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils are permitted to eat during the allocated times of the school day and have movement breaks.

Exclusions

Exclusions are a last resort and maybe the most appropriate course of action in the event that a child:

- Endangers him/herself or others
- Brings a dangerous substance or item to school
- Persistently refuses to follow adults' instructions
- Persistently displays challenging behaviour, such as bullying, hurting others, using offensive language or disrupting lessons or school life

Before issuing an exclusion, the headteacher will consider and where appropriate implement alternative approaches to dealing with disruptive behaviour such as:

- Working with parents (see section above)
- Running interventions to promote self-esteem and self-regulation (e.g. nurture groups)
- Providing 1-on-1 pastoral support to address underlying causes of behaviour

The headteacher will consider whether the pupil should be suspended (given a fixed term exclusion), in line with local and national Suspension and Exclusion guidance and will determine the length of the suspension, taking advice from the Local Authority Inclusion team and SEND team where appropriate.
Please refer to the following guidance for additional information on suspensions (fixed term exclusions) and permanent exclusions. https://www.gov.uk/government/publications/school-exclusion
If supportive measures and all reasonable adjustments have been implemented, the headteacher and governing body will consider whether a permanent exclusion is necessary, in line with Suspension and Exclusion guidance and advice from the Local Authority Inclusion Team and SEND department if appropriate. Exclusion will be considered alongside alternative options such as a managed move or off-site direction.

SEND

Supporting pupils with Persistent Disruptive Behaviour/Pupils with Additional Needs Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated response approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Routines will be adapted for pupils with SEN based on their needs. Triggers of misbehaviour will be anticipated where possible preventative measures put in place to reduce the likelihood of a behavioural incident.

Measures the school will implement where appropriate may include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- Using Zones of Regulation
- Creating a designated safe space
- Issuing a pupil with additional resources to support such as communication aids
- An individualised SEND Plan
- A Risk Assessment (in the event of behaviours which leave the child's personal safety compromised or which includes risk to the safety of other pupils/staff
- A reduced timetable for part of the school day/week
- Specialised involvement including assessments, advice and referrals
- Fair Access Panel meetings
- Any other reasonable adjustments

Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget. Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan may be created to outline the necessary provisions in place.

Appendix:

Emotion Coaching Scripts.

Step 1 – Empathise, validate and label.

'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'

'I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something.'

'I noticed you looking around at the others who are working on their projects. I think you might be feeling nervous right now about whether your work will be ok. Have I got that right?'

Step 2 – Setting limits (If needed).

'These are the rules that we have to follow. Doing that is not ok.'

'We can't behave like that even though you are feeling annoyed because it's not safe.'

'You didn't put the ball away as we agreed. You're probably angry that you can't play with Billy now because you have to stop now.'

Step 3 – Problem solve (when child is calm and rational).

'This is not a safe place to be angry. Let's go to a safe place and then we can talk.'

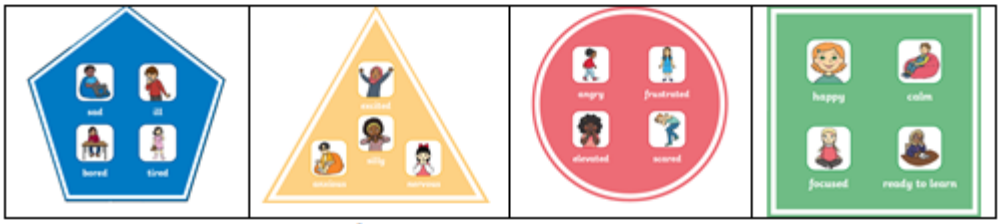
'Next time you're feeling like this what could you do? How do you think you will react next time or if this happens again?'

'You need to sit either by Ruth or sit by your key adult in front of me. Which do you want to do?'

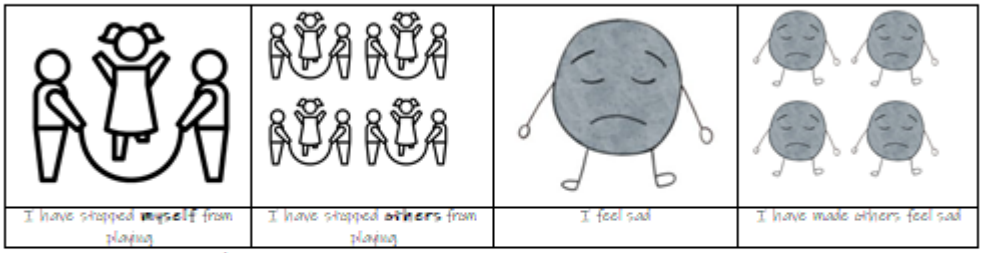
Reset, Reflect & Restore

What happened?

How were you feeling?



What was the impact of your choice?



I have stopped **myself** from playing	I have stopped **others** from playing	I feel sad	I have made others feel sad

What can you do to make it right?



Say sorry	Change the game/rules	Play with something/ someone else	I have an idea