

**Relationships and Behaviour**

**Policy**

Approved by FGB: October 2025 Next review due: October 2026

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1. **Statement of intent**

It is a primary aim of our school that every member of the community feels valued, respected, and treated fairly. We are a caring community, guided by mutual trust and respect. This behaviour policy is intended to support all members of the school in living and working together positively, promoting an environment where everyone feels happy, safe, and secure.

While the school has five key values, this policy is not solely about rule enforcement. Its purpose is to foster positive relationships and enable everyone to work together to support learning.

The policy aims to help children develop in a safe and secure environment, becoming positive, responsible, and increasingly independent members of both the school and the wider community.

Where vulnerable pupils are identified, support will be provided to promote positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the procedures used to assess and address any SEMH-related difficulties that may influence behaviour. The school works closely with the Mental Health Support Team (MHST), who support children and families to improve behaviour both in and out of school.

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Equality Act 2010
* Education and Inspections Act 2006
* Health Act 2006
* Voyeurism (Offences) Act 2019
* The School Information (England) Regulations 2008
* DfE (2016) ‘Behaviour and discipline in schools’
* DfE (2021) ‘Keeping children safe in education 2021’
* DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2018) ‘Mental health and behaviour in schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2013) ‘Use of reasonable force’
* DfE (2018) ‘Searching, screening and confiscation’

This policy operates in conjunction with the following school policies:

* Pupil Code of Conduct
* Social, Emotional and Mental Health (SEMH) Policy
* Complaints Procedures Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Exclusion Policy
* Physical Intervention Policy
* Child-on-Peer Child Policy
* Child Protection and Safeguarding Policy
* Pupil Drug and Alcohol Policy
* Anti-bullying Policy

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# Roles and responsibilities

**3a.** The **governing board** has overall responsibility for:

* Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
* Promoting a whole-school culture of mutual trust and respect all.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.

**3b.** The **senior leadership team** is responsible for:

* The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy’s effectiveness in delivering a whole school approach and targeted support.
* Meeting and greeting children at the beginning and end of each day.
* Being a daily visible presence around the corridor and the site, particularly at transition times.
* Encouraging use of positive praise.
* Regularly sharing good practice and ensure staff CPD needs are identified and targeted.
* Using behaviour data (recorded on Track it lights) to target and assess school wide relationships and behaviour policy and practice.
* Supporting teachers in managing children with more complex or challenging behaviours and returning children to learning.
* Regularly reviewing provision for children who fall beyond the range of written policies.
* Promoting positive relationships
* Promoting restorative practices
* The day-to-day implementation of this policy.
* Publishing this policy and making it available to staff, parents and pupils at least once a year.
* Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be impacting behaviour.

Removed SEMH lead and SENCO section

**3c.** **All staff** are responsible for:

* Meeting and greeting at the door during all periods of transition throughout the day.
* Modelling positive behaviours by being calm, consistent and kind.
* Building relationships through use of personal, sincere praise.
* Never walking past or ignoring children who are failing to meet expectations.
* Following up every time, retaining ownership and engaging in reflective dialogue with children, recording on Track it lights where necessary
* Adhering to this policy.
* Supporting pupils in adhering to this policy.
* Having high expectations for every pupil.
* Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural challenges.
* Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  + SENCO.
  + Mental health lead.
  + Headteacher.
  + Class Teacher.

**3d.** **Pupils** are responsible for:

* Their own behaviour both inside school and out in the wider community.
* Reporting any unacceptable behaviour to a member of staff.

**3e.** **Parents** are responsible for:

* Informing school staff about anything that may affect their children’s work and well-being at school.
* Offering help and support with learning at home, including the completion of homework.
* Establishing good communication with school staff and supporting the relationships and behaviour policy.
* Co-operating with school staff to address and review any behaviour issues with their children.
* Supporting their child in developing positive behaviours.
* Reinforcing the values and ethos of the school.

1. **Expectations of Behaviour**

At **Vine Tree Primary School**, it is expected that each child will:

* Uphold and actively demonstrate the 5 School Values: (Learn, Respect, Treated Fairly, Included and Enjoy)
* Try their best all of the time
* Show resilience and persevere
* Listen to and follow instructions given by adults and follow rules
* Show respect to others by being polite, kind and helpful
* Show care and compassion if they hurt someone
* Show respect to their learning environment by taking care of equipment and belongings
* Choose games at playtimes that do not hurt others or purposefully exclude them
* Use technology safely and within the guidance of adults

At the start of each academic year, the children and their new class teacher/s will agree the behaviour that is expected of the children. It is important to do this at the start of every academic year because the expectations will change as the children move through the school. Class teachers should remind the children of expectations of behaviour at various points throughout the year.

It is unacceptable for anyone to;

* + Repeatedly breach the rules
  + Commit any form of bullying (see separate Anti-bullying Policy)
  + Use rude / discriminatory language or swear
  + Physically abuse someone
  + Sexually harras / abuse someone
  + Exhibit Homo/ bi/ transphobic, racial, sexist or discriminatory behaviour
  + Wilfully, maliciously damage property
  + Possess any dangerous or illegal items
  + Commit theft

Instances of unacceptable behaviour listed above are taken seriously and a senior leader will be involved immediately.

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# Managing behaviour

**5a.** **Staged Approach**

When behaviour or learning choices are made that do not adhere to our school values or to classroom rules, the following steps will be taken:

1. **Stage 1**: Reminder (orange)

* A reminder of the expectations delivered privately wherever possible.
* De-escalate and decelerate where reasonable and possible and take the initiative to keep things positive at this stage
* For the majority of children this will be sufficient to take responsibility for their behaviour and bring it back to the expected standard and the orange behaviour point can be removed.

1. **Stage 2:** Warning (yellow)

* A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour.
* Clearly outline the consequences if they continue.
* Refer to previous examples of good behaviour.
* The adult may ask the child to move to a different table within the classroom or to stay in during part of break or lunchtime and will discuss the behaviour with the child.

1. **Stage 3:** Red

* Use the scripted conversation:
  1. *I noticed you are (identify the behaviour)*
  2. *You broke the rule about (connect the behaviour to the rule)*
  3. *You have chosen to (time in/time out)*
  4. *Do you remember when? (refer back and reframe)*
  5. *Thank you for listening (take up time)*
* Children to have 3 minutes of time in/ time out (e.g. calm space, shared area, wellbeing hub)
* Parents will be informed via the Track It Lights App
* The pupil may need to discuss their behaviour with the Headteacher/Deputy Headteacher.

1. **Stage 4:** Follow up consequence

Adult choice regarding a follow up consequence:

* No further action
* Quick catch up
* Natural consequence/ Imposition
* Restorative conversation
* Parent contact
* SLT involvement

When behaviour does not change after a ‘follow up consequence’ the following actions may be taken:

* Pupil to have a time out in another classroom (time dependent of age of pupil and severity of the action). They will not be able to return to class until they have discussed their behaviour with an adult and agreed how to change it.
* A phone call home will be made and you will be expected to take your child home for the rest of the day.
* Work in isolation for the rest of the day.
* Have separate breaktime/lunchbreak to their peers.

*Specified red behaviours (violence, bullying and sexual incidents) will be classed as a serious breach and will be classed as stage 5.*

**Stage 5** – Single serious breach, repeat of a serious breach or no improvement:

* a phone call home will be made and your child will receive a fixed term suspension.
* A formal discussion and meeting with parent, teacher and Headteacher will take place.
* Possible permanent suspension from school.

**5b.** **Retaliation**

* It is made very clear to the children that retaliation is not an acceptable way of dealing with another child’s behaviour.
* Children are always encouraged to inform a member of staff who will then deal with the incident as outlined above.
* If a child retaliates, with the intent to cause harm or hurt, his/her behaviour will be dealt with using the Behaviour Pathway above.
* School appreciates that retaliation is a reaction rather than a pre-meditated act and sanctions will be differentiated accordingly.

**5c.** **Recording and Consequences**

Behaviour will be recorded using the school Track It Lights System which will be monitored by SLT and the Mental Health Lead.

When children repeatedly reach ‘Red’ or repeatedly demonstrate unacceptable behaviour, the following considerations will be made:

* The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school’s Exclusion Policy, and will determine the length of the exclusion.
* Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or SEMH related difficulties that may be contributing to the pupil’s behaviour.
* Vine Tree Primary School is proud to be an inclusive school and where children need additional support to meet behaviour expectations, we aim to provide it to the best of our abilities. This may take the form of an individual Behaviour Plan.
* This is applicable to children with SEMH-related difficulties, as it is for children with academic or other learning difficulties.

For consequences to be lawful, the school will ensure that:

* The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
* The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
* The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs, any SEND, and any other relevant information.

# Rewards

A key feature of our policy is ‘praise’. We believe it is of utmost importance to celebrate good work, positive behaviour and attitudes, and build high self-esteem. Children are praised and rewarded for displaying the expected level of good behaviour in a variety of ways. These include, amongst others; verbal praise, team points, certificates and stickers.

Each week, two children from each class are selected who have shown they are actively following and demonstrating our 5 School Values. These children are celebrated and recognised in assembly.

Children can also earn recognition throughout the day for demonstrating the five school values. Parents are notified when their child has earned awards through certificates or communication from staff.

Classes also work together as a team towards an agreed reward. These rewards are decided together as a class and may take place each term or once the class reaches their agreed goal. This approach promotes teamwork, collective responsibility, and shared celebration of success.

There is also an opportunity for children who display exceptional behaviours and attitudes to instantly earn special recognition by achieving the ‘Super Star Award’. Those children will instantly turn ‘Golden’ and visit the Headteacher to receive their golden lanyard, certificate and sticker.

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# De-escalation, Prevention Strategies and Sanctions

This section outlines the school’s strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using de-escalation strategies and appropriately to improve pupils’ behaviour in the future.

**7a. Positive staff-pupil relationships**

Positive staff-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

**7b. De-escalation strategies**

These include:

* Appearing calm and using a modulated, low tone of voice
* Using simple, direct language.
* Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
* Providing adequate personal space and not blocking a pupil’s escape route.
* Showing open, accepting body language, e.g. not standing with their arms crossed.
* Reassuring the pupil and creating an outcome goal.
* Identifying any points of agreement to build a rapport.

**7c. Physical intervention**

In line with the school’s Physical Intervention Policy, **trained members of staff** have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.

Physical restraint will only be used as a last resort Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. (are we always doing this?)

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

**7d. Isolation**

The school may decide to move pupils to a separate room away from other pupils for a time period – this is known as isolation.

The school will only move pupils to isolation where absolutely necessary. The school will ensure that pupils’ health and safety is not compromised during their time in isolation, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation room 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 kept in isolation 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 in isolation. The headteacher will request that the pupil’s class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

# Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy. (should this now read child on child abuse as per KCSIE?)

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

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# Behaviour off school premises

* Although the children are the responsibility of their parents/carers on the way to and from school, school will apply the relationships and behaviour policy, with parent/carer permission, when incidents occur at these times.
* This encourages the children to develop a sense of responsibility beyond the school gates. This may include times when children are:
  + Taking part in any school-organised or school-related activity
  + Travelling to or from school
  + Wearing school uniform
  + In some other way identifiable as a child at the school.
* Sanctions may be in the form of restorative meetings, withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion (see separate Exclusion Policy).

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

* Could negatively affect the reputation of the school.
* Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
* Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school’s Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

# Monitoring and review

This policy will be reviewed by the headteacher, SLT and mental health lead on a regular basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **October 2026**