

# Behaviour & Relationships Policy

## Sidmouth Primary School

Policy reviewed and adopted  
by the Board of Trustees

**Spring 2025**

Version

**V4**

Date of next review:

**Summer Term 2025**

Responsible Committee:

**Local Governing Body**

Monitoring:

**Trust Board**

Related Policies

**Safeguarding Policy  
Attendance Policy  
PSHE Policy**

Where is this policy  
published?

**School Website**

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## 1 Policy at a glance

- 1.1 This behaviour policy for Sidmouth Primary School outlines the school's approach to promoting positive behaviour and addressing unacceptable conduct. The policy is underpinned by the Thrive cooperative values, which emphasise openness, honesty, respect, and social responsibility. The school aims to create a supportive environment where everyone feels valued, safe, and respected.
- 1.2 The policy's objectives include guiding the school community on expected behaviour, defining roles and responsibilities, outlining acceptable and unacceptable behaviour, and explaining the reward and sanction system. Implementation relies on a whole-school approach, working in partnership with parents and external agencies when necessary. All staff are responsible for fostering a positive atmosphere, with the Head of School accountable overall. Pupils are responsible for their own behaviour.
- 1.3 The school's core expectations are that all children are "Ready, Respectful, Safe." These are reinforced through praise, recognition boards, and a Dojo reward system, which awards points for demonstrating learning muscles such as curiosity, concentration, and cooperation. Weekly praise assemblies celebrate individual achievements.
- 1.4 The school uses a "Reminder, Reflect, Reset" approach to address behavioural issues. This involves verbal reminders, a final warning, a "reset" period outside the classroom, and a reflection session to discuss alternative choices. Communication with parents is prioritised, especially when developing individual behaviour plans (IBPs). These plans are created in collaboration with parents, teachers, and the SENCo to address specific needs and improve behaviour. Restorative practice is used to understand the root causes of incidents, and physical intervention is only used as a last resort, following Team Teach guidelines. The policy also addresses procedures for suspension and exclusion, which are considered only in extreme circumstances.

## 2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

## 3 Mission Statement

- 3.1 Thrive is a co-operative community of schools, working together to provide the best possible standards of education, enabling children to become responsible and articulate citizens, with a local, national and global perspective. We try to demonstrate co-operative ethical values in everything we do:
  - we believe in being open with colleagues in our schools and beyond;
  - we act with honesty and integrity, working in a professional and respectful manner in our dealings with everyone;
  - we act with social responsibility;

- we treat everyone with respect, care and sensitivity;
- we support staff to develop their capacity for self-help and to take responsibility for their own actions.

## 4 Aims and objectives

- 4.1 At Sidmouth Primary School, we believe it is important to ensure that everyone feels valued, respected and is treated fairly. This policy outlines the way in which all staff and children can work together in a supportive way to promote an environment in which everyone feels happy, safe and secure and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of kindness and cooperation in addition to promoting the Thrive values which underpin our curriculum and school life.
- 4.2 In partnership with pupils, parents and governors our objectives are to:
- Guide all members of the school community about how to develop high standards of behaviour and positive attitudes to work and to each other;
  - Define the roles of pupils, staff and family members;
  - Define both good and unacceptable behaviour and attitudes;
  - Explain rewards and sanctions within the context of the cooperative values of equality and equity;
  - Give guidance to staff and families about how the school will deal with persistent poor behaviour and attitudes.

## 5 Implementation

We use a whole school approach to rules, rewards and sanctions. As a school we have a fair and consistent approach to supporting children's behaviour. We work in partnership with parents and carers. We work with other agencies when necessary.

## 6 Roles & Responsibilities

- All staff are responsible for developing a calm and orderly atmosphere in the school where all can learn and thrive. The Head of School is accountable for this.
- All staff are responsible for ensuring that good behaviour and attitudes are promoted. Expectations for outstanding behaviour and attitudes are at the core of the school's cooperative values.
- All pupils are responsible for their own behaviour and attitudes, and to work with staff to develop these.
- The Trust will monitor Behaviour and Attitudes across the school on an annual basis. Governors will receive reports from the Trust to allow them to work with the school to develop this aspect of school life

## 7 School Expectations

- 7.1 Our school expectations are that all children will be Ready, Respectful, Safe.
- 7.2 Copies of the school expectations will be displayed throughout the school.
- 7.3 Adherence to these expectations shall be reinforced with frequent verbal praise and rewarded through individual dojo points, recognition boards and other positive praise methods.

## 8 How Does the School Encourage Good Behaviour and Attitudes?

### 8.1 Staff as Role Models

8.1.1 The way that staff conduct themselves, how they model outstanding behaviour and attitudes and build positive and respectful relationships with pupils is crucial in pupils adopting the same behaviours and attitudes. Verbal praise feedback from a member of staff should be used frequently in classrooms, in corridors, in assemblies, in the dining hall and on the playground. Such feedback should be specific and related to a particular behaviour.

### 8.2 Ready, Respectful, Safe

8.2.1 All children are expected to follow the school rules of Ready, Respectful and Safe. Children are able to understand these expectations and staff use them throughout the day to support children in understanding what each of these expectations look like.

8.2.2 In order to praise children further, a class recognition board is in place. These are used to recognise children showing behaviours that the teacher and class want to see in the classroom. These may link to school expectations, learning muscles or something specific to each individual class. Once the names of all the children in the class have been recorded on the board, a class token will be given. A short reward time will be given when classes successfully complete 5 recognition boards. Children are expected to support and encourage each other so all names are on the board.

### 8.3 Dojo Reward System

8.3.1 The school systematically uses [www.classdojo.com](http://www.classdojo.com) as its main way of rewarding good behaviour and attitudes. The system allows for children to be part of what constitutes positive behaviour and attitudes, they see immediate responses and they can track their own progress.

8.3.2 The whole school shall use the following positive buttons:

- 1. LM - Be Curious
- 2. LM - Concentrate
- 3. LM - Cooperate
- 4. LM - Don't Give Up
- 5. LM - Enjoy Learning
- 6. LM - Have a Go!
- 7. LM - Keep Improving
- 8. LM - Use Your Imagination
- RRS at lunchtime
- Home Reading (5 points);

### 8.4 Praise Assemblies

8.4.1 We have a weekly Praise assembly where one child from each class is awarded the star learner certificate. This is linked to one of the Learning Muscles to celebrate their growth mindset approach to learning.

## 9 Getting Children Back to Learning

### 9.1 Reminder, Reflect, Reset

9.1.1 Our aim is always to get the children back onto their learning and following our rules Ready, Respectful, Safe. It is important that this intervention is always following the same routine and predictable for the children. The language used is also really important and needs to be simple and easy to follow and remember. Staff will always praise in public (PiP) and reprimand in private (RiP)

9.1.2 The steps followed to support children with making good behaviour choices are :-

### 9.2 REMINDER

#### 9.2.1 Verbal - Link back to Ready, Respectful or Safe

- I am giving you a reminder.
- I am expecting that you will be safe.
- Show me that you are safe by walking. Thank you.
  
- I am giving you a reminder.
- I am expecting that you will be respectful.
- Show me that you are being respectful by not shouting, thank you.

#### 9.2.2 Final reminder

If the behaviour continues a final clear verbal reminder of the expectations Ready, Respectful, Safe delivered privately. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) and the consequence of a reset if this last opportunity is not taken.

### 9.3 RESET

9.3.1 The learner is asked to speak to the teacher away from the others and they are told that reset will help them to follow the expectations and get you back to learning. Reset consists of a time out in an allocated space outside the classroom. After the reset the teacher invites the child back into learning.

#### 9.3.2 Script

***I noticed you are still choosing to ..... (noticed behaviour) I can see that a reset will help you to follow my expectations. You need to go and sit outside for a few minutes . I will invite you back to learning. I will make it easy for you to join in when you are ready***

### 9.4 REFLECT

9.4.1 This is the time for the teacher and the child to discuss what has happened and decide a better choice for the situation next time. Consequence Maps with all children to aid this discussion. This could be:

- Quiet reflection - time agreed to miss playtime/lunchtime;
- Apology - verbal vs written (may need to model);
- The child and adult have to be ready to do this and should not be in the lesson but at playtime or lunchtime. Depending on the severity this may need a leader involved. A consequence could include a telephone call home discussion with a leader depending on the incident.

## 9.5 Communicating with parents following incidents

Staff will use their discretion in communicating with parents when children have needed support to re engage with learning.

## 9.6 Physical Harm and Retaliation

Harming others physically is not acceptable. Children are taught not to hit back or retaliate as this can only lead to harm. If this occurs both children will be dealt with appropriately.

# 10 How Does the School Support Children to Improve Their Behaviour?

## 10.1 Partnerships

10.1.1 The school recognises its shared responsibility with the pupil's family in developing good behaviour and attitudes. The school works collaboratively with parents so that children receive consistent messages about how to behave at school and at home.

10.1.2 Parents are provided with a copy of this policy via the schools' website or on paper by request and are expected to support the efforts of the school in promoting good behaviour and in sanctioning unacceptable behaviour.

10.1.3 The school will share with parents so that they can track and celebrate and support positive behaviours at home. In app messages emails and good day notes are used.

10.1.4 Parents will be regularly informed about their child's behaviour through informal meetings and at parent consultation meetings.

10.1.5 The school works in partnership with parents and outside agencies. Before an outside agency is invited to visit the school parents will be informed. Referrals may be made to the School Nurse, Steps to success (PRU Outreach), Educational Psychologists, Early Help, Social Care, Fair Access Panel for PRU and CAMHS.

## 10.2 Parental Contact When Forming an Individual Behaviour Plan (IBP)

10.2.1 Those requiring an IBP will meet with the SENCo, Class teacher and their parents and consider the following;

- How the IBP will help to improve the quality of the child's school experience;
- How the IBP will help to improve the quality of other people's school experience;
- How the IBP will allow the child to be more positive and fair to everybody at school.

10.2.2 Each IBP will include strategies designed to improve behaviour. The pupil will then meet with the appropriate member of staff to discuss progress being made at agreed times, with appropriate regularity. These meetings will stop when both parties are happy with the improvements made and this will be communicated with parents.

## 10.3 Restorative Practice

10.3.1 When establishing the facts in relation to an incident a member of staff will carry out restorative circles and consult with all witnesses:

- What happened?
- What were you thinking at the time?

- What have you thought about since?
- Who has been affected by what you did? In what way?
- What do you think you need to do to put things right?

10.3.2 Staff will come to a conclusion on the facts of a matter on the balance of probabilities.

## 10.4 Pupils with Special Educational Needs and Exceptions

If a child's behaviour is logged on CPOMS regularly and has reached the point where parents/carers have been invited to speak with the school then the child may have exhibited the criteria necessary for his/her special needs to be identified and a relevant intervention programme implemented. The Individual Programme will reflect the child's personal needs and be individually tailored.

## 11 Use of Positive Handling

11.1 We recognise the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents/carers and staff. With this in mind, the school follows procedures to ensure everyone has a positive and safe way of responding to behaviour that requires the use of physical intervention.

11.2 Staff work within the framework of the following principles and procedures:

- creating and maintaining a calm environment that minimises the risk of incidents arising that might require using positive handling;
- using ELSA to teach pupils how to manage conflict and strong feelings;
- de-escalating incidents if they do arise;
- only using positive handling when the risks involved in doing so are outweighed by the risks involved in not using positive handling;
- using positive handling plans for individual pupils.

Members of the School team have been trained appropriately in the use of positive handling techniques 'Team Teach' and should be called upon if such a need arises. Decisions on whether or not physical intervention is necessary, will be made in accordance with the 'Team Teach' guidance. If any positive handling techniques are needed, details of the incident are entered into the CPOMS system.

## 12 Sanctioning Off-Site Behaviour

The sanctioning of off-site misbehaviour is rare. The Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour even when they are not at school or in the charge of a member of staff, "to such extent as is reasonable." Schools can sanction off-site behaviour in the following circumstances (this is not an exhaustive list):

- **On school-organised or school-related activities:** This includes school trips, sports events, etc.
- **Travelling to or from school:** Behaviour on the journey to or from school.
- **Wearing school uniform or being otherwise identifiable as a pupil:** If the behaviour brings the school into disrepute.
- **Any misbehaviour, at any time, that:**
  - Could have repercussions for the orderly running of the school.



- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.
- Is related to bullying (including cyberbullying).

**Reasonableness and Proportionality:** Any punishment imposed must be:

- Made by a paid member of school staff or an authorised staff member.
- Made on school premises or while the pupil is under the charge of a staff member.
- Reasonable in all the circumstances, taking into account the pupil's age, any special educational needs (SEN), or disability.
- Not in breach of any other legislation (e.g., Equality Act 2010)

### 13 Suspension and Exclusion

In rare instances, and as a last resort, there may be the need to suspend a pupil. If further suspensions are required and if every initiative tried has failed, then a permanent exclusion may be necessary. Governors, parents/carers and the LA would all have the right of appeal.

### 14 Public Sector Equality Duty

- 14.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:
- eliminating discrimination;
  - advancing equality of opportunity and
  - foster good relations across all characteristics
- 14.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.
- 14.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Sidmouth Primary School adheres to these statutory regulations.

### 15 Person Responsible

Policy reviewed: Spring 2025

Responsibility: HeadTeacher

Next review date: Summer 2025

SIDMOUTH PRIMARY  
School

# BEHAVIOUR & RELATIONSHIP POLICY

## WHAT WE DO AT SIDMOUTH

Our school rules...

## Ready, Respectful, Safe

Back to learning...

## Reminder, Reset, Reflection

Sometimes you might need a reminder about one or more of our rules.

I can see that a reset will help you to follow my expectations and get you back to learning.

I can see that some reflection time will help. Lets talk about what has happened.

## Recognition Board...

When the whole class get their name on the recognition board they earn a class token 5 tokens earns a class reward

Children will earn dojo points for demonstrating the school rules or using their learning muscles. When 150 points are reached, children receive a prize.

## Dojo awards...

## Good behaviour and attitude...

Recognition board

Message home

Class Rewards

dojo points

Postcard home