

Behaviour & Relationships Policy

Sidmouth Primary School

Policy reviewed and adopted
by the Board of Trustees

Spring 2025

Version

V4

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Summer Term 2026

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 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving* to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

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.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

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 Headteacher 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

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

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.

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 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

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

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)

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

Reminder
Reset
Reflection (consequence)

Reminder

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.

Final reminder

If the behaviour continues a final clear verbal reminder of the expectations Ready, Respectful, Safe delivered privately using the 30 second microscript. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing (Give take up time) if not the consequence of a reset is given if this last opportunity is not taken.

Reset

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.

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

Reflect

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. Reflections will always happen after a rest, a consequence Map will be used with all children to aid this discussion.

Consequences must be reasonable and proportionate. Wherever possible, consequences should be relevant to the undesirable behaviour and focused on reparation. This includes tidying up an area that has been disturbed, fixing something that has been broken, repeating an activity correctly to show how it should be done. Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.

Examples of possible consequences could be:

Time agreed to miss playtime/lunchtime to reflect on behaviour

Time agreed to miss playtime/lunchtime to complete miss work work

Apology - verbal vs written (may need to model)

A telephone call home

A discussion with a Senior leader

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.

9.2 Communicating with parents following incidents

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

9.3 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

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?

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.

12 Use of Positive Handling

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 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.

13 Public Sector Equality Duty

13.1 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

13.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.

13.3 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 2026



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

