



## **Deepdale Community Primary School**

### **Behaviour and Relationship Policy 2025 - 2026**

At Deepdale Community Primary School we are dedicated to providing an inclusive environment which recognises, supports and nurtures all of our pupils.

#### **Rationale**

This document reflects the importance the school places on promoting effective relationships and positive behaviour for learning. The establishment of an appropriate learning environment for all children at school and at classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive, caring and nurturing relationships between all staff and pupils as well as between pupils themselves. We strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential.

#### **Good behaviour needs to be taught, modelled and supported by parents and teachers**

#### **All Behaviour is Communication**

This policy has been written with the view that effective relationships influence good behaviour, resilience and self-belief which allows teachers to plan and teach to the highest standards. Some pupils who attend Deepdale may have occasionally suffered trauma and may have insecure attachments or experienced a fragmented school life which makes relationship building and following organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress. Dunnett & Jones (2020) highlight the Relational Approach is “based around the principle that all behaviour is a form of communication.”

#### **Statement of Principles**

- This behaviour and relationship policy has been written and reviewed in consultation with all members of our school community.
- As a school we recognise that for some children, appropriate behaviour for learning is complex and complicated. We are aware that childhood in the 21<sup>st</sup> century is difficult for many children. Research shows that more children now have responsibilities as carers and more children experience trauma and abuse. These children may have fewer opportunities for learning / play because of life in poverty which in turn results in poor diet, housing and mental health issues. All of these factors can make managing behaviour difficult therefore a “one size fits all” approach no longer works for many children and can cause frustration and anger. As a school, we recognise that children's life experiences influence behaviour for learning.
- We are committed to building positive relationships with all children and working on meeting children's needs so that they feel calm, secure and safe to learn.
- The policy will guide staff embed and maintain a consistent, proactive approach to behaviour which supports pupils to understand cause and effect, to learn the value of taking responsibility and the importance of repairing relationships. *(Consistency does not mean always responding in the same way*

*to each pupil or behaviour, it means responding in a way which is consistent to our values. Whilst individual pupils benefit from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need (Dunnett & Jones, 2020)*

- As a school, we are committed to helping children manage their own behaviour in positive ways. We acknowledge that this can be a challenge for some of our children and that there are times when, because of their circumstances, some children will find it more difficult to manage their own behaviour positively and from time to time, we will have children in our school whose behavioural needs we are unable to meet. We are committed to seeking expert help for these pupils. It is at these times that children need more help from the adults around them.

**“Children need our love most, when they deserve it least.”**

### **Our behaviour and relationship policy is underpinned by the Attachment and Trauma informed Approach**

#### **At Deepdale Community Primary School we:**

- Aim to work on a proactive behaviour and relationships policy whereby we meet children's needs before problems arise. This leads to children having a strong sense of belonging to the school family as well as feeling they have some control over their environment.
- Expect all staff and visitors to the school to act as positive role models.
- Expect all staff to take responsibility for promoting and reinforcing positive behaviours at all times.
- Use our values as a form of acknowledging good behaviours and addressing undesirable or inappropriate behaviours
- Ensure that all staff are informed of any issues/needs that may arise in order to ensure consistency of approach.
- Ensure that vulnerable pupils (such as those with Special Educational Needs, physical or mental health needs) receive sensitive and well matched behavioural support.
- Aim to help children develop an understanding of right and wrong and what constitutes good behaviour.
- Aim to develop a common understanding of acceptable and unacceptable behaviour between all members of staff, children, parents and governors.
- Want our children to understand that their actions impact on others and their learning opportunities in school. We want all children to take responsibility for their actions.
- When dealing with incidents of inappropriate behaviour, we will always address the behaviour and not the child. We will look beyond the behaviour for the underlying causes and plan to teach missing skills in order for the child to feel empowered and able to avoid repeating inappropriate behaviour.
- Will expect children and their behaviour to be consistent. Good behaviour will be expected from all children. Praise, rewards, consequences and sanctions will be used consistently by all staff.

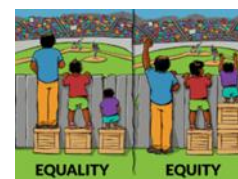
- Will ensure that the basic needs of a child are met before we expect them to reach their full potential.

## Maslow's hierarchy of needs



### We believe that our aims are achieved when we:

- Provide a safe, secure and supportive environment for everyone (from pupils to parents, staff, Governors or visitors).
- Create a positive school culture which is consistent and nurturing. We continue to develop a school culture that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers.
- Understand that all pupils do not socially, emotionally and cognitively develop at exactly the same rate, nor do they all join school at exactly the same stage of development. Therefore, we recognise that being 'fair' is not about everyone getting the same response to behaviour (equality) but about everyone getting what they need in order to thrive (equity).
- We are aware that adaptations may need to be made due to the needs of the individual and the pupil's wider context (this includes making adaptations for pupils with Special Educational Needs).
- We understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate pupils can be helped to behave in more socially acceptable/appropriate ways. They understand that relationships are key and that there is "connection before correction".
- Provide pupils with excellent role models and opportunities to develop their understanding of what our values look like in the way that we behave.
- Adults use attachment friendly, nurturing language and unconditional warmth in their interactions with pupils, taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met.



Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need to be explicitly taught and continually made aware of our predictable routines, expectations and responses to behaviour.

## **Context**

This policy should be read in conjunction with the following policies:

- Health and Safety policy
- Safeguarding policy
- Attendance policy
- Single Equalities policy
- Teaching and Learning policy
- Anti-bullying policy
- Home–School agreement
- Special Educational Needs policy
- Display policy

## **Our promises to the children include:**

- Greeting each child, each morning warmly, regardless of any undesirable events previously and ensuring there is a reply.
- Taking a personal interest in the progress and welfare of every child - Listening to children and opening an 'emotional' bank account.
- Establishing clear routines - could include children's ideas
- Communicating behaviour expectations in ways other than verbally.
- Acknowledgement and validation of feelings behind the behaviour.
- Ending the day in a positive way and beginning the next day afresh.
- RIPs and PIPs – reprimand in private, praise in public
- Explicitly teach pupils what our behavioural expectations look like in the way we act with one another, and continue to uphold high expectations by consistently referring to them for both positive and undesirable behaviours.
- Using positive reinforcement – We'll be firm, fair and consistent.
- Use a calm, well-regulated tone and respectful language appropriate to the needs of the child.
- Staff will ensure that all children are suitably supervised when moving in and around school, ensuring Children walk sensibly and calmly with consideration for others.
- Ensure children who follow the expected routines will be recognised – e.g. "thank you for good walking". Children not behaving appropriately will be encouraged to do so – e.g. "Can we please all show good walking?"
- Children will be taught to understand the concept respecting personal space.
- On duty, a staff member will circulate and take the opportunity to socialise with children whilst maintaining an overview of the areas and spotting potential problems before they escalate.
- Staff must follow activity rotas.
- Two whistles: one to stop, one to tidy equipment and move on.
- A staff member will promptly lead children back inside the classroom.

These routines are planned to support children who find it difficult to manage their own behaviour as frustration and anger can lead to escalating behaviour issues.

## **School Values**

At Deepdale Community Primary School, we have School Values, which are designed to encourage all members of our school community to develop responsibility for the school environment, its ethos and their own behaviour.

They are:

- Respect and Pride
- Responsibility
- Honesty
- Determination and Resilience
- Courage
- Empathy

## **Rewards**

As a school we recognise that pupils need to be taught cause and effect and that through encouragement, praise and positive reinforcement we can teach pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. Ongoing rewards should come in the form of praise and positive interactions from the adults in school and will be developmentally appropriate. **Shouting at children does not work and is not conducive to good modelling or the ethos of a quiet, calm, nurturing environment. Shouting should only be used to get a child away from danger.**

Examples of positive reinforcement that are used across school are:

## **Golden Assembly, Pride Award and Attendance Award**

These awards are celebrated weekly during assemblies, led by the Head teacher and Senior Leadership Team.

## **Team Points**

Personalised to each class, children can earn a team point for displaying better than good behaviour or learning. Rewards negotiated as a class can be won.

## **Personalised Class Systems**

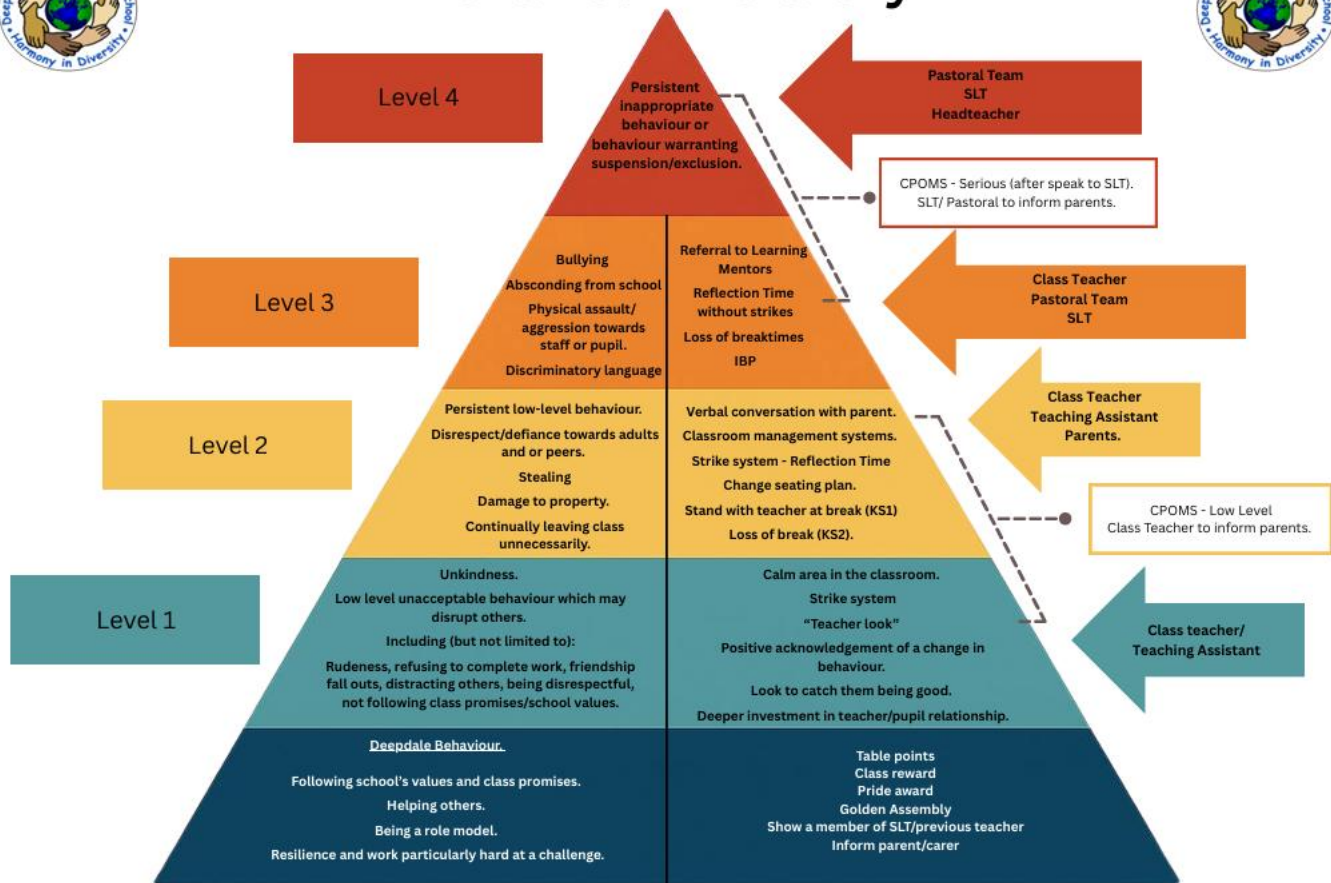
Personal class systems like; gems, raffle tickets and stars offer extra incentives to support children's behaviour.

## **Sanctions**

Children who have prevented the team from achieving points should meet with the class teacher to talk about their inappropriate behaviour and how it can be changed. Children who are finding behaviour difficult require the teacher's imagination in ensuring ways to avoid these children losing class rewards continually. Children who are consistently displaying poor behaviour on a daily basis need help and support with their behaviour in class. Adults should be careful not to make idle threats and to follow up any sanctions that are imposed. Consequences should never hinder learning, a child's rights and should be respectful, reasonable and realistic – not punitive.



# Behaviour Hierarchy



See Appendix 1

## Reflection Room

For children whose behaviour for learning has affected their ability to work, they will be asked to attend a Friday Reflection Room run by a member of the Pastoral team. This is achieved by gaining 5 reminders throughout the week which cannot be earned back. This will be recorded on CPOMS, a paper slip completed and shared with parents/carers. If a child misses 3 Friday lunchtimes, they are referred to the Deputy Head Teacher and a parent/carer meeting is arranged. Support for the teacher will also be given from the Behaviour Lead to ensure behaviour management strategies are being adapted and used effectively.

## Exceptionally Poor Behaviour

Occasionally, there may be incidents of exceptionally poor behaviour. These will be dealt with by the Headteacher, the deputy Headteacher or another senior teacher in accordance with the guidelines outlined in this policy. These may be incidents such as;

- Physical aggression, which endangers the child concerned, other children or adults.
- Bullying (also see anti-bullying policy on the school website)
- Severe verbal abuse that is overtly directed at staff or pupils.
- Serious violation of property.
- Engaging in behaviour that has stopped the class learning.
- Deliberate use of sexist or racist remarks to cause offence.

## **Removal from the Classroom**

Removal from the classroom is a serious disciplinary sanction and will only be used when necessary to address significant disruption or safety concerns, and where other classroom-based strategies have been attempted, unless the behaviour is so extreme that immediate removal is required. Removal involves a pupil spending a limited period of time in a supervised setting outside the classroom where meaningful education continues, though this may differ from the mainstream curriculum.

Removal may be used to maintain the safety and stability of the learning environment, to allow education to continue in a managed setting, or to support a pupil to regain calm in a safe space. It is distinct from the use of sensory, nurture or separation spaces used for non-disciplinary purposes.

Parents will be informed on the same day that removal occurs. All decisions relating to removal will be proportionate, take account of individual circumstances, and consider any special educational needs, disabilities or other protected characteristics.

The Headteacher maintains strategic oversight of removal practices, including the length of time pupils spend in removal, the suitability and supervision of removal spaces, and clear processes for reintegration back into the classroom. Pupils will not be removed for prolonged periods without the explicit agreement of the Headteacher.

The school will monitor and analyse removal data to identify patterns and ensure the sanction is used fairly and effectively, and to determine whether additional support or alternative strategies are required. Pupils will be supported to reflect on their behaviour and reintegrated safely and successfully into the mainstream learning community.

## **Exclusion**

- The decision to exclude a pupil will be a last resort and will be in line with the government guidance to exclusion and guidance from the publication 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England: August 2024'
- The Headteacher will decide whether to suspend a pupil for a fixed term or exclude permanently, in line with our behaviour policy, taking account of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.
- Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.
- Schools have a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.
- Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.
- Although there is no legal duty to do so, school will provide and mark work for all excluded pupils for the first five days of any exclusion.

- When a child is excluded from school, parents must take responsibility for their child and make sure they are not in a public place without good reason during school hours for the first five school days of any exclusion.
- Following any fixed term exclusion, parents will be expected to attend a reintegration interview to discuss their role in ensuring their child is well-behaved in school.

### **Supporting pupils with additional needs**

Any pupil, at any time during their schooling could experience a period of turbulence which may result in unwanted behaviours. For a small number of pupils, they may have a specific underlying condition/need which should be taken into account. Approaches used to support these pupils include:

- Continued involvement and liaison with parents
- Close liaison with the Special Educational Needs Co-ordinator/Deputy/Headteacher
- Providing additional in-class support (with support from the SENCo) outlined on an SEND Support Plan
- In-house intervention e.g. Nurture, Jigsaw, Zones of Regulation
- Involving external agencies and professionals when necessary
- Implementation of a behaviour plan or risk assessment
- Investigating options for adapted or alternative provision (dependent upon criteria, availability etc.)

### **Use of Positive handling**

As part of our whole school approach to behaviour, staff at Deepdale Community Primary School are committed to providing a safe, supportive learning environment for all members of our school community. As outlined above, staff regularly use both pro-active measures and de-escalation strategies to prevent certain behaviours and emotions from reaching a crisis point. With said preventative strategies, all pupils are enabled to feel regulated, calm and safe within the school environment. In the event that a pupil reaches a crisis point, positive handling may be required.

For this, staff follow evidence-based physical intervention strategies which are recommended by React UK.

### **Behaviour Outside the School Gates**

When representing Deepdale Community Primary School outside of school premises, (including walking home) children will be reminded of expected behaviour and this will be highlighted in visit risk assessments.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

### **Preventing Bullying**

Please find the Anti-Bullying Policy on the school website.

### **Child-on-Child abuse including sexualised abuse**

We have a zero-tolerance approach to abuse, including child-on-child abuse. All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns

about child-on-child abuse. All staff understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Please refer to section 22, of our safeguarding and child protection policy.

### **Confiscation of inappropriate items**

#### **Taken from DfE; Searching, Screening and Confiscation, July 2022**

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils’ property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for ‘prohibited items’ including:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and vapes
  - Fireworks
  - Pornographic images
  - Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

At Deepdale Community Primary School, we discourage children from bringing toys and other items from home, including money. The reasons for this are so that these items do not get lost, stolen or broken and therefore cause upset for children and parents. If items are brought into school, the class teacher will usually look after them until home time, when they are handed to the child’s parent, with a reminder that this is not appropriate.

### **Power to Use Reasonable Force**

In line with the DfE guidance Restrictive Interventions, including Use of Reasonable Force in Schools (April 2026):

At Deepdale Community Primary School, we do not have a ‘no contact’ policy, as such a policy could place staff in breach of their duty of care or prevent them from taking reasonable action to prevent a pupil from causing harm to themselves, others, or property.

All school staff have a legal power to use reasonable force in limited circumstances. The use of force may be necessary to prevent injury, damage, criminal behaviour, or serious disorder and is always proportionate and used for the shortest time necessary. Force is never used as a punishment, as this is unlawful.

Staff who may be required to use reasonable force are provided with appropriate training and guidance to support safe, lawful, and effective practice.

### **Roles and Responsibilities**

- The governing body has the responsibility of setting down the general guidelines and standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.
- The Head teacher has the responsibility of ensuring that the principles outlined in this policy are adhered to on a day-to-day basis.
- The teacher will deal with day to day behaviour issues. Any children who are regularly displaying inappropriate behaviour, will be discussed with the pastoral team and the appropriate intervention put in place. Outside agencies will be contacted, when necessary, for alternative provision for behaviour issues.
- School has support systems for pupils and their parents displaying persistent disruptive behaviour should be identified.
- All school, staff who work with children have the power to discipline pupils whose behaviour is unacceptable. We expect all staff to adhere to the principles and guidance outlined in this policy.
- We expect that all parents will support this policy. Communication about any aspect of this policy and its application should be directed to the head teacher.

### **Consultation, Monitoring and Evaluation**

The Head teacher and senior leadership team monitors the effectiveness of this policy on a regular basis. This is reported to the governing body along with recommendations for further improvements.

### **Monitoring and Record-keeping**

Incidents of persistent low-level behaviour and Reflection Room attendance will be logged on CPOMS. Behaviour lead and Learning mentors keep records of their involvement with incidents of poor behaviour and bullying.

The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

This policy will be annually reviewed with staff and the governing body every year along with the school's Anti-Bullying policy.

### **Complaints Procedure**

This section of the policy should be read in conjunction with the school's complaints procedure which can be found in our school prospectus. An up to date copy of this is available on the school website. A full copy of the complaint's procedure is available from the school office.

In respect of this particular policy, it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

3. When a complaint is made, the onus is on the person making the complaint to prove that their allegations are true. It is not for the member of staff to show that they have acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. The Head teacher and governing body will refer to the 'dealing with allegations of abuse against teachers and other staff' (2012) guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought. A full copy of this guidance is kept in the school office and is available online.
5. The Head teacher and governing body will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact in school who can provide support.
7. The governing body must consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, the governing body and local authority have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

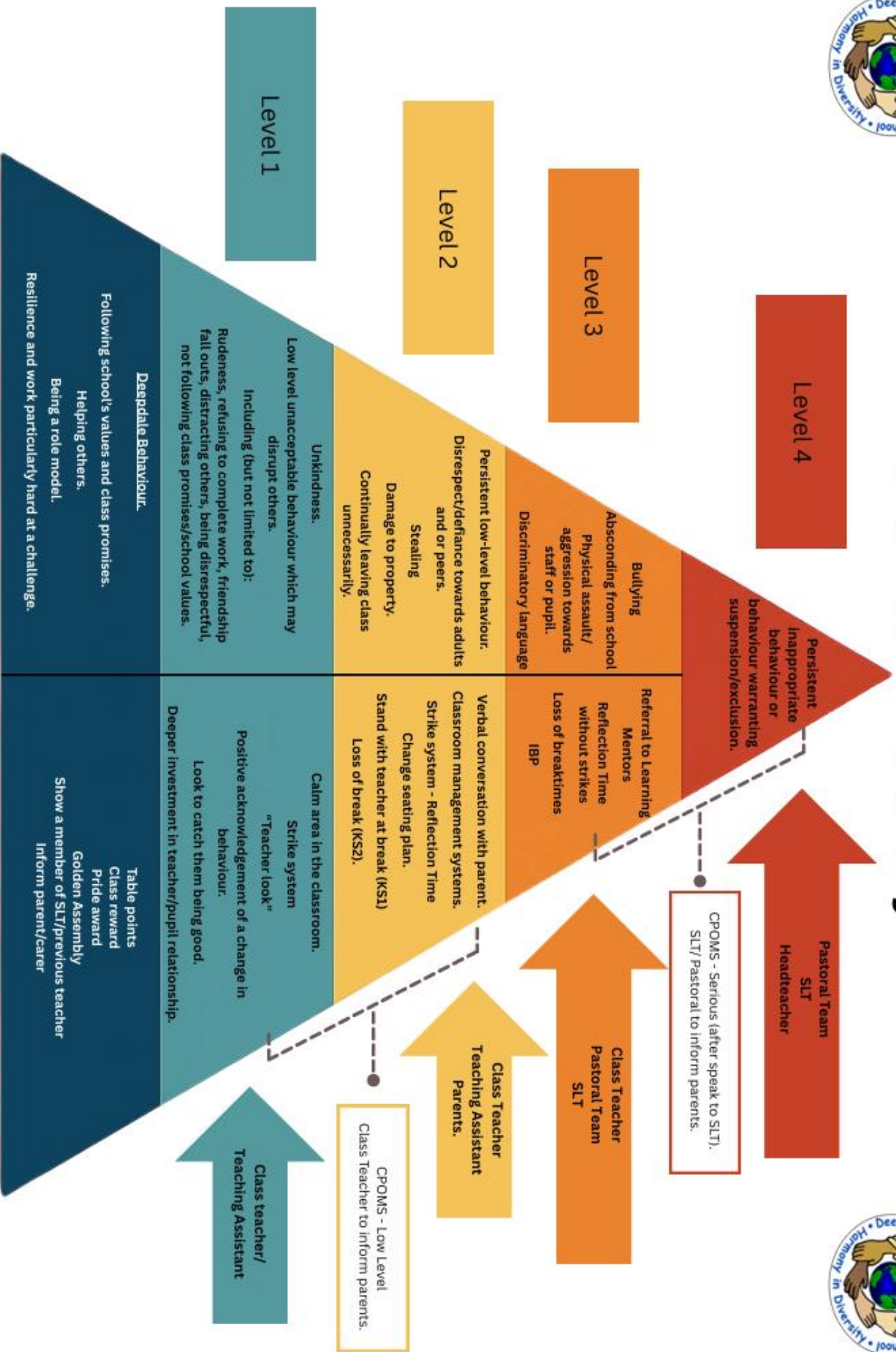
This behaviour and relationship policy has been reviewed on an annual basis:

	<b>Date</b>	<b>By</b>	<b>Role</b>	<b>Ratified</b>	<b>Review Date</b>
Version 10	Autumn 2024	J. Hurley	Behaviour Lead	N. Mirza & SLT	Autumn 2025
Version 11	Autumn 2025	J. Hurley	Behaviour Lead	N. Mirza & SLT	Autumn 2026

Appendix 1



# Behaviour Hierarchy





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