FAWBERT & BARNARD'S PRIMARY SCHOOL

BEHAVIOUR AND RELATIONSHIPS POLICY

October 2026

"When the adults change, everything changes"
Paul Dix 2017

<u>All adults will be calm, consistent and kind in their interactions with pupils, building positive relationships and maintaining high expectations for all.</u>

Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our academy's general aims and ethos, in relation to children's personal, social and moral development (including mental health and wellbeing), and also our policy on recognition and sanctions with regard to pupils' behaviour. It also contains our policy on bullying and exclusions. This should be read alongside our policies on Equity, Diversity and Inclusion, Teaching and Learning, Special Educational Needs, Mental Health and Wellbeing, Child Protection and Safeguarding, and Exclusions Policy.

Policy Statement

At NET Academies Trust, we understand that how we interpret behaviour is vital. We recognise and understand that behaviour is understood as a communication of unmet need or as an adapted, defensive stress response. We recognise that modern science is showing that there is a huge difference between misbehaviour and stress behaviour.

Misbehaviour: the key to any misbehaviour is that a child could have acted differently; that they are aware that they shouldn't have done something and were perfectly capable of making a more appropriate choice.

Stress behaviour: the key to stress behaviour is that the child is not fully aware of what they are doing or why they have limited capacity to act differently. Stress behaviour is caused by too high a stress load. The big challenge is figuring out why the child's stress is so high.
(*Essex Trauma Perceptive Practice Manual*)

The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to create a culture with high expectations of behaviour, establishing calm, safe and supportive environments conducive to learning, ensuring that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

All staff at Fawbert & Barnard's Primary School have high expectations of children's behaviour in order that every child achieves his or her full potential and we make a point of acknowledging, praising and rewarding behaviour that is good.

We believe that everybody in school has the right to:

- be treated with respect and kindness
- learn, develop and progress
- feel safe

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. We practise relentless routines and visible consistencies that all children and staff follow.

All adults in the school share these Five Pillars of Practice:

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

Children are praised publicly and reminded in private.

Trauma Perceptive Practice (Essex Local Authority)

An understanding of trauma, chronic stress and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school community understands the impact these have on a child's development, behaviour and learning to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning.

There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At NET Academies Trust, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Aim of the Policy

Every member of staff working in the school is expected to be consistent in their approach to children's behaviour and to follow the school's behaviour policy for the following reasons:

- Consistency and security for the children;
- Consistency and security for parents;
- Elimination of ambiguity for staff;
- Support for Early Career Teachers (ECTs), supply staff and non-teaching staff;
- Ease in establishing good behaviour.

Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour. This includes non-teaching staff and visitors to the school. We believe in equity.

Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

Our first priority will always be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques will be used to help prevent further behaviour issues arising and to help the child return to their' Window of Tolerance'. In line with TPP, these may include respecting personal space, keeping tone and body language neutral and being empathetic.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work

Our School Rules

Our rules are simple and straight forward so that all children and staff can remember them.

We are kind
We work hard
We are safe

Purpose of the Policy

The purpose of the policy is to ensure:

Consistent language and consistent response: referring to the rules or the agreement made between staff and pupils, simple and clear expectations are reflected in all conversations about behaviour.

Consistent follow up: ensuring 'certainty' in the classroom, in the playground, and at senior leadership level.

Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: defined, agreed and applied at the classroom level as well as established procedures for break times and structures for more serious behaviours.

Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

Consistent respect from the adults - even in the face of disrespectful pupils!

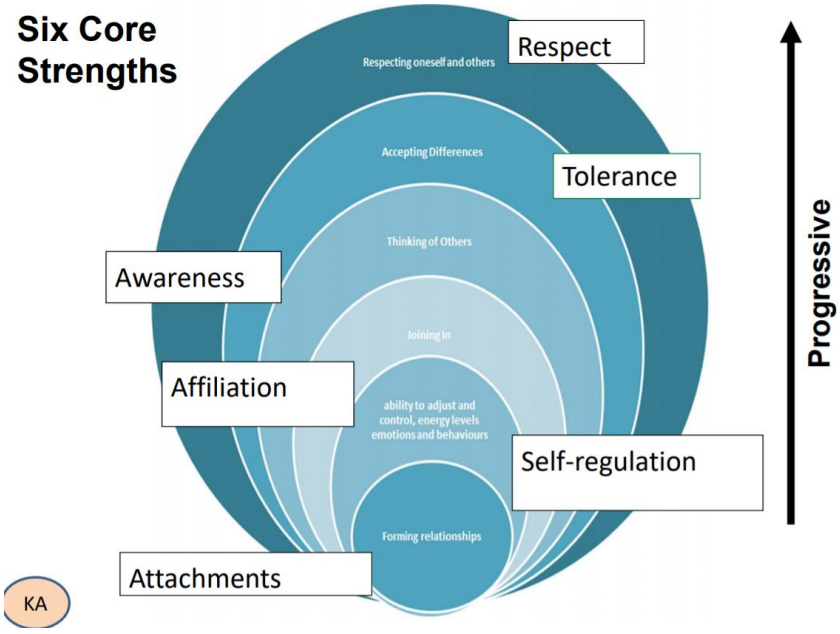
Consistent models of emotional control: emotional regulation/containment that is modelled and not just taught (Zones of Regulation), pupils are never 'shamed', teachers as role models for learning and teachers learn alongside pupils.

Consistently reinforced expectations and routines for behaviour, both in the classrooms and around the school site.

Consistent environment: displays are of a high quality, consistent visual messages to reinforce core values and positive images of pupils.

Our Approach to Positive Behaviours

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported to develop relationships in accordance with Bruce Perry's six core strengths (see diagram below) moving from forming secure attachments to respecting others; this represents that good learning has taken place.



As an academy, we like to pride ourselves on highly effective rewards systems that acknowledge and celebrate achievements of all our pupils, both inside and outside the classroom. Staff will consistently engage in a rewards system that provides our pupils with opportunities to be recognised and praised for academic achievements, progress, contributions to the school community, behaviour and attendance.

Recognition can be given across teh school in many ways: are given across the school:

- Verbal descriptive praise
- Individual / whole class Dojo points
- Certificates in assembly
- Star of the week
- Good news notes/postcards
- A phone call home
- Children are sent to Senior Leadership Team to show their work

Class points

Class points are awarded (through the online Dojo system) for demonstrating above-expected behaviour and effort. Class points reward the individual child and accumulate for each child's 'house' and class.

The school houses are: Fawbert, Barnard, Gibberd and Moore.

On achieving 10,000 points the class can negotiate with their teacher a whole class treat.
There are 6 stages for rewarding points. When each stage is complete the children are individually awarded as follows:

• Stage 1	Bronze award	200 points
• Stage 2	Silver award	350 points
• Stage 3	Gold award	500 points
• Stage 4	Platinum badge	700 points
• Stage 5	The Fawbert & Barnard badge	900 points

These are presented in a weekly Celebration assembly.

Bonus points can be awarded for:

- Making significant progress in TT Rockstars and other school initiatives
- Completion of homework to an exceptionally high standard (independently)
- Recognition of achievements outside of school
- Exemplifying one or more of the school's values: Responsibility, Resilience, Responsibility, Trustworthiness and Kindness.

Restorative Practice

Alongside relational skills, all staff are trained in how to hold an effective restorative conversation. Five key questions are used to ensure the conversation is reflective yet is not detrimental to a child's view of themselves.
The Restorative Five:
1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

Addressing Inappropriate Behaviour with dignity

It is the positive feedback and encouragement and the building of self-esteem above all else that makes our Behaviour Policy work. All staff must recognise and encourage choices of good behaviour. It is also important that all staff respond consistently to behaviour:

Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone or sharp word. Do not allow yourself to shout, point or even give the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it will become routine, easy, normal – even working in the most extreme circumstances.'

Paul Dix, 2017

Our Behaviour Steps

- Stage 1. A quiet verbal warning
- Stage 2. 5 minutes time out in class for reflection
- Stage 3. 15 minutes time out in another class in the same year group
- Stage 4 Refer to a member of SLT (Attend "review" at lunchtime- restorative conversation to take place)
- Stage 5 Half Day in school suspension
- Stage 6 Fixed term exclusion at Headteacher's discretion

Children need to be taught (and they will come to expect) that the stages are governed by their choice of behaviour.

These stages should only be bypassed in exceptional circumstances for serious incidents.

If a child reaches Stage 4, the teacher must complete the referral (blue) form and the child should take the form with them to the member of SLT who will take appropriate action.

Children need to be taught (and they will come to expect) that the levels are governed by their choice of behaviour.

Behaviour incidents are recorded on Arbor and are taken into consideration when considering a CMP.

Each day is a fresh start!

- Children must not be sent to stand inside or outside the classroom.
- Other sanctions should not be invented.
- Whole class punishments are not condoned as this builds resentment in the children who behave appropriately, and they are not to blame for the unacceptable behaviour of some individuals.
- No shouting or shaming.

Behaviour logs (blue forms) are kept for children who present with behaviours Level 2 and above and are taken into consideration when considering a CMP. Teachers are expected to make leadership aware if 'Time Outs' occur consistently as repetition of behaviours may require escalation to Level 2 or a Consistent Management Plan (CMP). Governors will analyse all recorded data on 'Time outs in other classes or with leadership' where a child has been removed from class for a short period and in cases where these are falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

The use of 'Time out' in other classes is used appropriately and does not have a disproportionate effect on pupils sharing particular protected characteristics.

Zero-Tolerance Behaviours

The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- recording or taking images of pupils or staff without their express consent;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- possession of prohibited items (e.g. vapes, matches, lighters, mobile phones)

SEND and Communicating Behaviours

The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular incident– this is a question of judgement for the staff at Fawbert & Barnard's Primary School when presented with the facts of the situation.

Fawbert & Barnard's Primary School will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

• short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
• adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
• adjusting uniform requirements for a pupil with sensory needs or who has severe eczema;
• training for staff in understanding neurodiversity, including conditions such as Autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other external professionals such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

Incidents of a Serious Nature

It is recognised that for some children further sanctions may need to be used. Incidents of a serious nature (e.g. aggression, violence, racism) will bypass the above system and will immediately be referred to and dealt with by the Headteacher or a senior leader in her absence. Incidents will be recorded on the behaviour system provided online by Arbor. This will involve the Headteacher and relevant academy staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, a 'Consistent Management Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan. The plan will also include provision of interventions aimed to teach skills and strategies to support the child to address poor behaviour. The interventions used by the Trust include – Zones of Regulation, SMART Thinking, 'Talkabout' series.
Removals from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary. Once other behavioural strategies in the class have been attempted, unless the behaviours are so extreme as to warrant immediate removal. Reasons for removal are:

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

During the period of removal, the pupil will receive continuous, supervised education in an appropriate environment until a suitable plan is put in place for successful reintegration.

Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents will be informed on the same day if their child has been removed from the classroom. A reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

Physical intervention (control and restraint) - the use of reasonable force

At Fawbert & Barnard's we make sure we are aware of our duties of care and we follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence; injuring themselves or others; or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: Restrictive interventions, including use of reasonable force, in schools April 2026

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on Arbor and reported immediately to the Headteacher.

Our partner for physical intervention training is PRICE (Protecting Rights in a Caring Environment) training. PRICE is a Restraint Reduction Network (RRN) certificated training provider.

The PRICE Schools Programme course equips education staff with the knowledge, skills and confidence to;

- safely respond to situations where the communicating behaviour compromises the safety of themselves or others to a level where without further intervention harm is very likely.
- take immediate action to protect both the safety of pupils and teaching staff.

Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'** It can be found here: Understanding and Supporting Behaviour in Schools

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the details of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Bullying

The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, transphobic, homophobic, sexual, verbal (direct or indirect) and cyber-bullying.

The Trust wants to make sure that all pupils feel safe in the NET Academies Trust and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Relationships Policy and will not be tolerated.

Bullying can be verbal or physical, carried out in person, on-line or by written means and can be directed at both staff and pupils. The Trust practises a preventative strategy to reduce the chances of bullying. This is embedded in daily school life, through our curriculum; the active development of pupils' social, emotional and behavioural skills, and assemblies based on our school and British values. Pupils understand that they must always respect their peers, members of the public and staff. Any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, Fawbert & Barnard's will:

- take it seriously
- investigate as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions. Staff, using the practices referred above, will make sure that they understand what they have done and the impact of their actions
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view

- ensure that if a sanction is used, it will correlate to the seriousness of the incident
- consider whether exclusion is appropriate in light of the circumstances

The Trust believes that pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the School community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report, an investigation will follow during which an authorised member of staff may ask that the pupil gives access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during the investigation this could lead to an adverse decision taken against the pupil.

Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, 'Keeping Children Safe' statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

Mobile Phones

To promote positive behaviour, safeguarding, wellbeing and learning, pupils are not permitted under any circumstances to use mobile phones or smart devices during the school day. Any breach of this expectation will be managed in accordance with the school's behaviour policy.

Pupils that walk to school without an adult are permitted to bring a mobile phone on site but this must be turned off before entering the school gates and handed in to the office upon arrival for secure storage.

Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning,
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour [and adhere to any parenting contracts put in place];
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;

- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

This policy was approved by the Trust in October 2026.

This policy shall be reviewed on a regular basis to ensure its continued effectiveness and compliance with the law and regulations.

Next review date: October 2027.

Appendix A

REASONABLE FORCE / PHYSICAL INTERVENTION
INCIDENT RECORD

Think PRICE

P — Prevention / preparation	What steps were taken to prevent escalation and keep people safe?
R — Risk assessment	What was the immediate risk? Why was intervention necessary at that point?
I — Intervention	Exact actions / contact used, by whom, position and sequence. Identify the trained approach used; do not write only "PRICE hold".
C — Communication / care	Instructions, communication with pupil, monitoring, comfort, dignity and any adjustments made.
E — Ending / evaluation	What changed so the intervention could stop? Confirm it ended as soon as safe; record debrief and learning.

Pupil and incident details

Academy	
Pupil name	
Class	
Date of incident	
Time of incident	Start: End:
Exact location	
Staff directly involved / roles	
Other staff / witnesses	
Person completing form / role	

Immediate risk and reason for intervention

Describe the specific, immediate risk and who/what was at risk. Avoid labels or assumptions.

Reason(s) (tick all that apply):
☐ Prevent injury / imminent harm ☐ Prevent an offence ☐ Prevent damage to property
☐ Maintain good order / discipline (where legally permitted) ☐ Other: _____

Events before intervention and de-escalation

What happened immediately beforehand? Include observable behaviour, triggers/context and relevant known needs.

Strategies attempted (tick and add detail):
☐ Calm verbal prompts ☐ Reassurance ☐ Offer of space / time ☐ Choices / redirection
☐ Remove other pupils / reduce audience ☐ Call for assistance ☐ Other: _____

What was tried, by whom, and with what result? If not attempted, explain why.

Injury, distress and medical / safeguarding response

Pupil injury / marks / distress	
Staff / other person injury	
First aid / medical assessment	
Safeguarding concerns / referrals	

Pupil voice

Pupil's account / views	
Support after incident	

Parent /Carer communication

Parent/Carer contacted	
Date/Time	

Staff declaration and management review

Staff completing record		
Signature / date		
Senior Leader reviewing		
Review action		
Review signature / date		