



Relationships and Behaviour Policy

A policy for all employees, parents, children and visitors

Date of last review:	March 2026	Author:	Executive Headteacher
Date of next review:	March 2027	Owner:	Executive Headteacher
Type of policy:	Applicable to all	Approval:	Executive Team
School:	Hodge Hill Primary	Key Contact Name:	T. Yasmin
Key contact email:	enquiry@hodgehill.create.org.uk	Version:	1.0
Type of Policy	Network-wide ☐ Tailored by school ☒		

1. Our Ethos: Who We Are and What We Believe

At Hodge Hill, we believe every child deserves a school where they feel safe, cared for, understood and inspired to grow. Positive behaviour doesn't happen by chance — it is taught, modelled and nurtured every day by every adult in our community.

Our approach is simple and powerful: kindness with clarity. Children thrive when adults are warm, consistent and predictable. This is why we use a warm-strict approach — boundaries delivered with care, direction given with dignity, and support offered with respect.

Everyone who works with our children — teachers, support staff, lunchtime supervisors, office staff, premises and catering teams — shares responsibility for creating the calm, purposeful atmosphere our pupils need to learn well and feel good about school.

2. Our Hodge Hill Drum Beat: The Rhythm We All Move To

Our Drum Beat captures the heart of who we are. It is the shared rhythm of our school — the values we teach, the language we use, and the habits we practise every day:

- Aim High — We work hard and take pride in producing our best.
- Be Respectful & Kind — We treat everyone with care, courtesy and dignity.
- Keep Going, Keep Growing — We show resilience, even when things feel challenging.

The Drum Beat is not just for children; it guides our adults too. When the whole community moves to the same rhythm, school becomes a calm, predictable and joyful place to be.

3. Teaching Behaviour: Our Behaviour Curriculum

Behaviour at Hodge Hill is taught just like reading, writing or maths. Children learn through clear instruction, practice and repetition. Every routine is broken down and explained so children understand both the 'how' and the 'why'.

We explicitly teach routines such as Hodge Hill Walking, Listening, Lining-Up, the Stop Signal, dining expectations, playtime expectations, classroom organisation and end-of-day routines.

We revisit these routines regularly — after holidays, at half-term resets, and whenever a class or group needs extra clarity. This helps every child, including those who struggle with self-regulation, feel successful and secure.

4. Adult Language: Warm, Clear and Consistent

Children rely on adults who are calm and predictable. That's why we use short, clear scripts that reduce anxiety and help children return quickly to learning.

These include Redirection ('[Name], we're listening now. Thank you.'), Choice ('You may work here or on the quiet table — your choice.'), Reset ('Well done — back on track now.'), and De-escalation ('I can see this is hard. Let's take a moment together.').

Using the same language across the school means children experience fairness — not adult mood. It keeps classrooms calm and helps children feel respected, supported and safe.

5. Working in Partnership with Parents

Parents are our partners. We know children flourish when school and home work together with honesty, mutual respect and shared expectations.

We will always communicate clearly with families — celebrating success, explaining concerns with sensitivity, and working together to help children make better choices when needed.

6. Celebrating Positive Behaviour

We recognise children for effort, kindness, resilience and positive choices. We notice the small things because they lead to the big things.

Recognition may include smiles, verbal praise, postcards home, certificates, dojo points, assemblies and celebration events. Each child deserves to feel seen and valued.

7. When Behaviour Goes Wrong

All children make mistakes — it is part of learning. What matters is how we respond.

We use a stepped approach: calm reminders, clear warnings, brief time to reset, and, if needed, supported removal to help a child regulate safely.

Consequences are proportionate, explained clearly, and paired with a restorative conversation so children can reflect, repair relationships and return positively to learning.

8. Inclusion, SEND and Reasonable Adjustments

Every child is different. Some need adjustments, more time, or tailored strategies. Our Inclusion Team works with staff and families to ensure children with additional needs feel understood and supported.

We always separate the behaviour from the child — every child can learn to behave well with the right teaching and the right support.

9. Physical Restraint

In rare circumstances, staff may use reasonable force to keep pupils safe. This is always a last resort and only used to prevent a pupil from: causing disorder; hurting themselves or others; or damaging property and must only be done by a trained member of staff.

Any use of restraint must be the minimum force required for the shortest time; maintain the dignity and safety of all involved; never be used as punishment; and be recorded on CPOMS and shared with parents.

Our Pastoral Team are trained in the MAPA Pivotal approach. This approach emphasises care, welfare, safety and security and supports calm, consistent adult practice. Positive Manual Handling Plans are created on Provision Map for pupils with specific needs. A restorative/repair conversation will follow any incident, in line with training.

10. Confiscation

Prohibited items will be confiscated and will not be returned. We may also confiscate items that are harmful or disruptive. These items may be returned following a conversation between senior leaders, the child and the parent.

Searching, screening and confiscation are conducted in accordance with the latest DfE guidance.

11. Pupil Support

We recognise our duty under the Equality Act 2010 to ensure that pupils with protected characteristics are not disadvantaged. Our approach to behaviour is responsive and adaptive.

Leaders, the SENDCo, YGLs and Pastoral Team will work together to understand the underlying needs of any child showing persistent or concerning behaviour. Where necessary, we may involve specialist teachers, educational psychologists, medical professionals and external agencies. Support plans are created with families, reviewed regularly and adapted as needed.

12. Suspensions and Exclusions

Suspensions are used only as a last resort or in cases of serious, unsafe or extreme behaviour.

Removals from class (internal isolation) may be used where behaviour significantly disrupts learning or places others at risk. These removals require approval from Senior Leaders only, are time-limited, include appropriate adaptations to ensure access to learning, and are recorded in writing, shared with parents, and logged on CPOMS. They may lead to a behaviour support plan or external agency involvement.

Suspensions may be enacted for severe behaviour such as violence, aggression or actions that significantly endanger others. The Headteacher consults with the CEO before issuing a suspension, following the DfE guidance "Suspension and Permanent Exclusion (2023)". Re-integration following suspension includes a supported return meeting and a plan to help the pupil succeed.

13. Bullying, Safeguarding and Serious Incidents

We take all forms of bullying seriously. We address concerns quickly, listen carefully, record and follow up using consistent processes. See Anti-Bullying Policy.

For serious incidents — including discrimination, threats, violence or unsafe behaviour — leaders respond immediately to protect the safety and wellbeing of all pupils.

14. Working as One Team

Our behaviour culture only works when every adult plays their part. Whether you teach a class, serve lunches, supervise playtimes, answer the phones or maintain our building, you help shape the calm, caring atmosphere our children need.

Thank you for the role you play in helping our children learn to Aim High, Be Respectful & Kind and Keep Going, Keep Growing.

Appendix 1: Approach to Managing Behaviour

Dojos, House Points and Certificates

Every pupil can earn Dojos for:

- Arriving on time each day
- Wearing the correct uniform
- Returning their home reader on their allotted day
- Completing their weekly homework and returning it on time
- Showing any of our values

Each child can earn up to 16 Dojos per week. Dojos are collected weekly and totalled to award House Points (4-3-2-1 across the four Houses). Across the term, points accumulate and the winning House receives a special treat.

Pupils receive an individual certificate every time they reach a multiple of 16 Dojos within the academic year. Dojos reset to zero each September.

Dojos are awarded one at a time (never in bulk). Additional Dojos may be given for polite manners, helping others, courtesy, sustained effort, high-quality work, and positive attitudes. Once awarded, Dojos are not removed.

Graduated Sanctions – Summary

Level 1 Behaviours (examples)	Adult Response	Follow-up (as needed)
• Silly noises • Distracting others • Difficulty settling to work • Getting out of seat • Sulking • Moving out of line	1. Reminder of expected behaviour 2. Verbal reminder (once) 3. Move seat within the classroom 4. Buddy class – 10 minutes 5. Referral to Year Group Leader; pupil conversation 6. Conversation with parent where necessary	• 2 week behaviour chart if they have had to move to a Buddy Class on 2 or more occasions. Behaviour Chart to be monitored by YGL at this stage. Class Teacher to inform parents. Class teacher to check if there are any extenuating circumstances leading to change in behaviour • Consider referral to SENDCo and/or Pastoral Team • First behaviour letter / conversation logged on CPOMS by class teacher
Level 2 Behaviours (examples)	Adult Response	Follow-up (as needed)
• Refusal to follow instructions • Answering back • Deliberate breaking of equipment • Inappropriate use of furniture • Deliberate pushing • Negative actions at playtime	1. Reminder of expected behaviour 2. Verbal reminder (once) 3. Buddy class – 10 minutes 4. Removal to work with Leadership Group 5. Referral to YGL for further support 6. Referral to AHT for support with Behaviour Chart 7. SOS card if assistance is needed	• 2 week behaviour chart to be monitored by AHT • Behaviour log for CPOMS by Class Teacher • SENDCo / Pastoral referral • Second behaviour letter; meeting with parents (logged on CPOMS) by Class Teacher with AHT support • CPOMS Level 2 with relevant categories (child-on-child, protected characteristics, location)

Level 3 Behaviours (examples)	Adult Response	Follow-up (as needed)
- Aggression (including name-calling, foul language including protected characteristics) - Theft - Lying - Spitting - Violent conduct	8. Immediate referral to Headteacher (or DHT/AHT if unavailable) 9. Removal from class 10. Parent meeting and letter home	- Behaviour log (CPOMS Level 3) - SENDCo / Pastoral referral; external support if needed - Relevant CPOMS categories added (child-on-child, protected characteristics, location) 2 week behaviour chart to be monitored by HT (Y4-Y6) DHT (R-Y3)
Level 4 Behaviours (examples)	Adult Response	Follow-up
- Repeat Level 3 behaviours - Extreme or serious incidents	11. Immediate referral to Headteacher 12. Consideration of suspension or, in extreme cases, permanent exclusion (statutory guidance)	- CPOMS Level 4 logged - Relevant safeguarding categories recorded - Letter home - Re-integration and support plan provided

Appendix 2: Trust Behaviour Principles (Four Rs + Twelve Non-Negotiables)

The Trust's principles of behaviour management guide all Create Partnership Trust schools. These principles support consistency, inclusion, safeguarding and high expectations across our communities.

The Four Rs:

- **Respect** – All members of our school community are treated with unconditional respect which is not influenced by past experiences or current behaviour. Our high expectations are maintained at all times.
- **Rights** – All members of our school community have the right to feel safe, learn, achieve and be respected.
- **Responsibilities** – All members of our school community have the responsibility to treat others with respect, support learning and celebrate achievements.
- **Routines** – Strong routines promote good behaviour and good learning. All staff and pupils are coached in the school routines and expected to adhere to them consistently.

Twelve Non-Negotiable Principles:

1. Inclusion is at the heart of the Trust and is central to our work.
2. Behaviour management is rooted in keeping pupils safe at all times. Poor behaviour, including bullying and racism, is never tolerated.
3. Pupils must learn social, emotional, behavioural and learning skills to be successful at school.
4. We provide a high-quality, broad and balanced curriculum which supports and challenges pupils.
5. We promote both independent and collaborative learning so pupils understand personal responsibility and shared contribution.
6. Independence is actively promoted so pupils can make good behavioural choices.
7. Staff provide patient encouragement for pupils who find behaviour difficult.
8. Staff model good behaviour, positive attitudes and respect at all times.
9. Pupils are encouraged to reflect on their behaviour and are professionally guided to improve.
10. Strong partnership with parents/carers is essential when pupils struggle with behaviour.
11. When a school does not have capacity to support behaviour improvement alone, support will be sought from other Trust schools and external agencies.
12. We actively seek in-school alternatives to fixed-term and permanent exclusion.

The Board of Trustees emphasises that violence or threatening behaviour will not be tolerated in any circumstances. These principles are reviewed and approved every two years by the Board of Trustees.

Appendix 3: Behaviour Chart

_____’s target sheet

Date:

Targets: (adapt as needed)

I will be kind to others

I will show respect to adults and other children

I will follow instructions

Scoring:

- 1: target missed
- 2: target not met
- 3: target achieved
- 4: target beaten
- 5: outstanding!

Lesson										Comment
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Appendix 4: Letter 1 to Parents about pupil behaviour (use school letterhead)

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Appendix 5: Letter 2 to Parents about pupil behaviour (use school letterhead)

Dear Parents,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still finding it difficult to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Assistant Headteacher's name: _____

Assistant Headteacher's signature: _____

Date: _____