



**HODGE HILL**  
PRIMARY SCHOOL



*...providing an exceptional education for every child.*



# Positive Relationships policy

## 2025 – 2026

Responsibility for this policy	Headteacher
Responsibility for monitoring/evaluation:	Deputy Headteacher
Date of next review:	September 2026 or earlier if required
Links to other policies and key documents:	Anti-bullying Policy, Online Safety Policy, Safeguarding Policy and Procedures, Attendance Policy.

## Contents

### Introduction

1. Aims and School Values.....	2
2. Legislation and statutory requirements.....	2
3. Definitions.....	3
4. Bullying.....	3
5. Roles and responsibilities .....	4
6. Pupil code of conduct.....	5
7. Rewards and sanctions .....	5
8. Behaviour management.....	6
9. Training.....	7
10. Monitoring arrangements.....	7
11. Links with other policies .....	7
Appendix 1: approach to managing behaviour.....	8
Appendix 2: CPOMS Reporting Template.....	9

## 1. Aims

This policy aims to:

- model how pupils can demonstrate high quality behaviour,
- provide guidance on how pupils can demonstrate high quality behaviour,
- build pupils' capacity to develop relationships,
- develop pupils' understanding of what makes a relationship effective,
- provide a safe, secure and happy environment for pupils to learn
- develop pupils' emotional intelligence,
- provide systems which promote positive behaviour to support all members of the school community,
- provide all stakeholders with the opportunity for their voice to be heard.

## School Values

We have 3 core values that underpin all that we do. These incorporate the three values of Create Partnership Trust: Excellence, Partnership, and Perseverance.

1. Academic Excellence
2. Positive Relationships
3. Growth Through Grit

We are committed to supporting every child in understanding and managing their behaviour in a safe, respectful and nurturing environment. We help children recognise that their choices have outcomes, and we guide them to make decisions that support their learning, wellbeing and relationships. When a child struggles to make a helpful choice, we respond with empathy and support, helping them reflect and learn for next time. Our aim is to build each child's ability to regulate themselves, make positive choices, and grow into confident, resilient individuals who lead safe, healthy and fulfilling lives, while maintaining strong and respectful relationships with others.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association and is in line with Create Partnership Trust's Behaviour management-Trust principles (Appendix1)

### 3. Definitions

**Positive behaviour** is the ability to make safe, respectful choices that support learning and relationships. It is developed through consistent support, strong connections, and understanding that behaviour is a form of communication.

**Trauma-Informed Approach** is an approach that recognises the impact of trauma on behaviour and learning, and responds with empathy, safety, and consistent relationships to support healing and growth.

**Emotion Coaching** is a strategy that helps children understand and manage their emotions by naming feelings, validating experiences, and guiding them toward positive coping and problem-solving.

**Positive Framing** is using encouraging language to highlight strengths, reinforce expectations, and promote positive choices, focusing on what children can do rather than what they shouldn't.

**Prohibited items** include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes or E-Cigarettes
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. Bullying

#### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We have adopted the KiVa anti-bullying programme to provide pupils with specific lessons to reduce and prevent bullying incidents. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, severely and effectively following the steps set out in the KiVa programme. This means that anyone who knows that bullying is happening is expected to inform members of staff.

#### What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

Bullying can include:

Type of bullying	Definition
Emotional	Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
Physical	Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic	Because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The Local Advisory Board

In the absence of a Local Advisory Board, the Board of Trustees fulfils its duties. The Board of Trustees is responsible for monitoring this policy's effectiveness and holding the Head teacher to account for its implementation.

### 5.2 The Head teacher

The Head teacher is responsible for reviewing and approving this policy. The Head teacher will ensure that the school environment encourages positive relationships and that staff deal effectively with culture not adhering to this, and will monitor how staff implement this policy to ensure rewards and support are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the positive relationships policy consistently
- Modelling positive culture through a Trauma-Informed approach to behaviour and relationships
- Providing a personalised approach to the specific needs of particular pupils
- Carrying out positive behaviour strategies, including emotion coaching and positive framing
- Recording incidents on CPOMS (see appendix 3 for a CPOMS reporting template). The YGL will support staff in responding to incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child
- Discuss any concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojo awards
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Celebration assemblies
- Certificates and stickers
- Values Postcards and Hot Chocolate Fridays

The school may use one or more of the following support mechanisms:

- A reminder of expected culture by an adult
- A verbal reminder
- Moved seat within the classroom
- Moved to the Year Group Leader for 10 minutes reflection time.
- Additional time allocated at break or lunchtime to complete any work missed (to a maximum of 50% of break/lunch)
- A conversation with parent by class teacher to support the child
- Call for Senior Leadership Team assistance
- Work with a member of the Senior Leadership Team/alternative class for an appropriate period of time
- If further support is required, parents will be asked to meet with a member of the school's Senior Leadership Team

For more serious incidents:

- Referred straight to HT or DHT – potential fixed term exclusions or permanent exclusion

### 7.1 Behaviour Monitoring and Support

Year Group Leaders (YGLs) monitor behaviour weekly to identify patterns and provide appropriate support. Low-level incidents are recorded in weekly tracking documents. Where needed, a Learning Support Plan is created with the pupil, parent, and staff, and uploaded to Provision Map. Staff may update parents via meetings, phone calls, or letters. All behaviour-related communication is logged on CPOMS.

In response to serious or repeated incidents, pupils may work separately with a senior leader. They will complete classwork during this time, and the incident will be recorded on CPOMS. High-level behaviour concerns are referred to the City of Birmingham Behaviour Schools (COBS) team. Recommendations are added to the pupil's support plan, shared with parents, and reviewed regularly. Referrals to other agencies may follow based on consultation outcomes.

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has not met the pupil code of conduct off-site when representing the school, such as on a school visit.

## 7.3 Allegations against a member of Staff

Where a pupil makes an allegation against a member of staff, the Head teacher will follow the guidance as outlined by Keeping Children safe in Education Part four and the school's safeguarding and child protection policy Appendix 3. The Head teacher will inform the Trust CEO.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will support the pupil in accordance with this policy. Please refer to Appendix 3 of our safeguarding and child protection policy – appendix 3 for more information on responding to allegations of abuse. The Head teacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 Classroom management

All teaching and support staff help set the tone for positive relationships and behaviour. They do this by:

- Creating a welcoming, engaging classroom environment
- Displaying clear, consistent rules
- Building strong relationships through routines, greetings, and respectful communication
- Ending each day positively and offering a fresh start each morning
- Responding calmly to low-level disruption with a clear plan
- Using positive framing, praise and encouragement to support emotional regulation and self-management

(See Appendix 2 for further guidance.)

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them hurting themselves or others. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Our Pastoral and Senior Leadership Teams are trained in the Crisis Prevention Institute approach to supporting pupil behaviour. The Crisis Prevention Institute (CPI) promotes a trauma-informed, safety-focused approach where physical restraint is used only as a last resort to prevent imminent harm. CPI-trained staff prioritise early intervention, de-escalation, and nonviolent strategies to maintain dignity and minimise risk. Any physical intervention must be safe, proportionate, and respectful of the student's physical and emotional wellbeing.

### 8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic (age, sex, sexual orientation, gender realignment, race, pregnancy & maternity, disability, religion or belief, marriage & civil partnerships, gypsy & travellers – race discrimination) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The School Senior Leadership Team, supported by the school's special educational needs co-ordinator, Year Group Leaders and Pastoral Team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8.5 Suspensions and Exclusions**

Suspensions are used as a last resort or in incidences of extremity.

Class removals are used only for serious breaches or persistent breaches of behaviour expectations with approval from the Head Teacher. As set out by the Department for Education, "A decision to exclude a pupil permanently should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school." This means that ongoing patterns of unacceptable behaviour, despite support and interventions, could result in a fixed-period or even permanent exclusion in order to maintain a safe and orderly learning environment for all. Removals are time-limited, recorded on CPOMS, and do not restrict access to break times or the full curriculum. Parents are informed in writing, with clear reasons, expectations, and support outlined. A behaviour support plan may be created, and external support considered. Suspensions are reserved for severe incidents (e.g. violence or serious safety risks) and follow statutory guidance. The Headteacher consults with the Trust CEO before enacting a suspension. Reinstatement includes appropriate support to help the pupil re-engage positively.

## **9 Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. This includes supporting pupils with emotional and mental well-being through Trauma-Informed, Attachment Aware Schools training. Specific and bespoke training is given regularly to our Pastoral Team who are on hand to support staff. A staff training log is kept as part of our CPD and Safeguarding CPD matrix.

## **10 Monitoring arrangements**

This Positive Relationships Policy will be reviewed by the School Council, Parents, Head teacher and Senior Leadership Team every two years. At each review, the policy will be approved by the Head teacher and shared with the CEO of Create Partnership Trust.

## **11 Links with other policies**

This Positive Relationships policy is linked to the following policies:

- Safeguarding policy
- Behaviour Management Trust Principles
- Staff Code of Conduct
- Create Adult Behaviour policy



## Appendix 1: approach to managing behaviour

### Sanctions

	Behaviour	Sanction	Action
1	<ul style="list-style-type: none"> <li>making inappropriate noises</li> <li>distracting others</li> <li>difficulty with settling to work</li> <li>not demonstrating classroom, corridor or lunch hall expectations</li> </ul>	<ol style="list-style-type: none"> <li>reminder of expected behaviour by adult</li> <li>verbal reminder (once)</li> <li>moved seat within the classroom</li> <li>buddy class 10 minutes</li> <li>referred to Year Group Leader for a reminder of expected behaviour and a conversation with parent by class teacher</li> </ol>	<ul style="list-style-type: none"> <li>Complete weekly monitoring sheet</li> <li>Consider referral to SEND and/or Pastoral Team</li> <li>Send first behaviour letter/conversation</li> </ul> <p>If behaviour continues send second behaviour letter – conversation with parent log on CPOMS - meeting</p>
2	<ul style="list-style-type: none"> <li>refusal to follow instructions</li> <li>responding inappropriately</li> <li>deliberate breaking of equipment</li> <li>inappropriate use of furniture or equipment</li> <li>deliberate pushing while in line</li> <li>deliberate negative actions towards others such as in the playground</li> </ul>	<ol style="list-style-type: none"> <li>reminder of expected behaviour by adult</li> <li>verbal reminder (once)</li> <li>Year Group Leader class 10 minutes for a reminder of expected behaviour and a conversation with parent by YGL</li> </ol>	<ul style="list-style-type: none"> <li>Complete weekly monitoring sheet</li> <li>Behaviour log to support CPOMS account</li> <li>Make referral to SEND and/or Pastoral Team</li> <li>Send third behaviour letter/conversation</li> <li>Complete Behaviour contract template.</li> <li>(Log onto CPOMS behaviour concern level 2 + the following categories where appropriate: child on child, protected characteristics, location)</li> </ul>
3	<ul style="list-style-type: none"> <li>name calling, inappropriate language</li> <li>theft</li> <li>lying</li> <li>spitting</li> <li>bringing prohibited items onto the school site</li> </ul>	<ol style="list-style-type: none"> <li>refer to Year Group Leader/AHT/DHT as appropriate – Removal from class for the remainder of the session, with necessary work to complete</li> </ol>	<ul style="list-style-type: none"> <li>Complete weekly monitoring sheet</li> <li>Behaviour log to support CPOMS account</li> <li>Meeting with the parent</li> <li>Letter sent home</li> <li>Make referral to SEND/behaviour lead and/or Pastoral Team</li> <li>Log onto CPOMS behaviour concern level 3 + the following categories where appropriate: child on child, protected characteristics, location</li> </ul>
4	<ul style="list-style-type: none"> <li>violent conduct including physical</li> <li>use of foul language, when motivated by protected characteristics</li> <li>Level 3 behaviours or repetition of behaviours</li> </ul>	<ol style="list-style-type: none"> <li>refer straight to Head teacher (DHT or AHT in the event of absence) – potential Suspension or Permanent exclusion</li> </ol>	<ul style="list-style-type: none"> <li>Log onto CPOMS behaviour concern level 4 + the following categories where appropriate: child on child, protected characteristics, location)</li> <li>Letter sent home</li> </ul>

## Appendix 2: CPOMS Reporting Template

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	