JEROUNDS PRIMARY ACADEMY

BEHAVIOUR AND RELATIONSHIPS POLICY

October 2026

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

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 rewards 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 know that behaviour needs to be understood as a communication of an 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 should not have done something and were perfectly capable of acting differently.

Stress behaviour: they 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 Jerounds Primary Academy 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 follow the school's relationship policy for the following reasons:

- Consistency and security for the children;
- Consistency and security for parents;
- Elimination of ambiguity for staff;
- Support for 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, 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 Values

Our values are simple and straightforward so that all children and staff can remember them.

Justice - to recognise what is fair, what is right and what is wrong.
Integrity - to act in ways that are consistent with the values and beliefs we hold as a school. Doing the right thing, even when no one is watching; and having courage, honesty, and respect in our daily interactions.
Collaboration – to discover each other's' strengths, interests and capabilities. Through collaborative working, we learn trust, acceptance and self-awareness.
Respect - to communicate in a way that is effective and will encourage responsibility for our own mistakes, and better accept the mistakes of others.
Responsibility – to make decisions, be trusted, and learn to take credit for one's actions—whether good or bad; recognising how their choice and actions affect others.
Passion – to demonstrate curiosity in the world around us and make the most of opportunities to learn and improve with the necessary skills to pursue our goals with a positive attitude

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 reflected in all conversations about behaviour.

Consistent follow up: Ensuring 'certainty' in the classroom, in the playground, and 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, teachers learning alongside pupils.

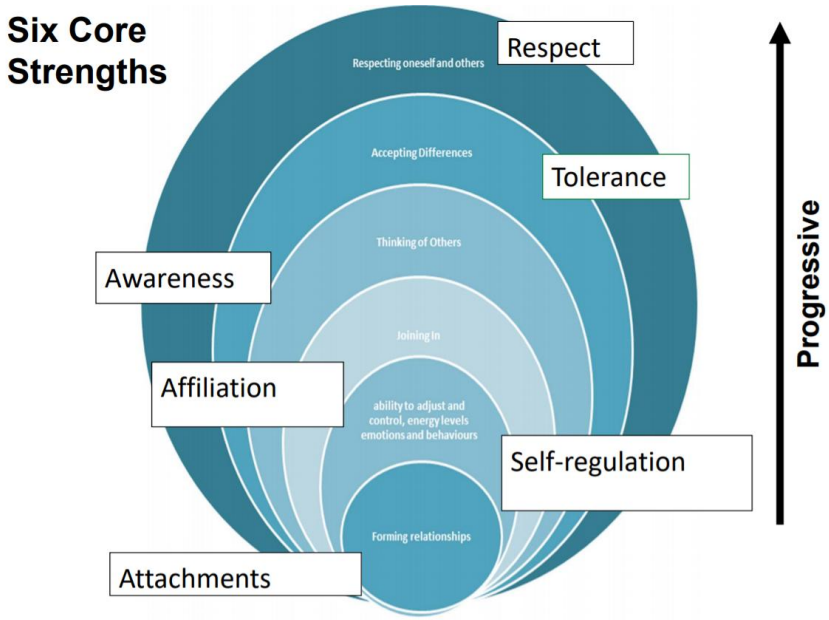
Consistently reinforced expectations and routines for behaviour: In classrooms, and around the site.

Consistent environment: Displays are of a consistent high quality, consistent visual messages and echoes of core values, positive images of pupils

We want our pupils to have **the confidence to try and the resilience to fail**.

<u>Our Approach to Positive Behaviours</u>

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.



Rewards

At Jerounds Primary Academy, we recognise the importance of a clear and consistent approach. We celebrate good work, good behaviour, good learning behaviour and attitude, demonstrate of our school values and individual effort. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. Dojos are awarded to recognise children who are demonstrating the school values and for those children who go **above and beyond**. House points are rewarded as a result of the accumulation of dojos issued to individual pupils. As each child reaches the dojo milestones outlined below, this is recognised by the awarding of house points. House points are calculated and celebrated each week during the whole school celebration assembly.



Within classrooms, the use of the behaviour ladder recognises positive behaviours and addresses inappropriate behaviour. Children recognise that each day is an opportunity to start afresh – ready to learn. The stepped system allows children to change their behaviour in a positive way.

Ladder step	Action
Awesome Attitude	3 dojos
Excellent Effort	2 dojos
Super Star	1 dojo
Ready to learn	
Warning	Discussion around making better choices
Time out in class	Move onto a table to reflect
Time out with phase leader	Sent to another class with senior leader
Letter home	Sent to Head of School/Headteacher – parents informed

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 children'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 become routine, easy, normal – even working in the most extreme circumstances.'

Paul Dix, 2017

Our Behaviour Steps

Negative behaviour is addressed through the RED CARD system. If all stages on the ladder have been followed to the final stage, a letter is sent home to parents with a clear consequence for the child indicated. These consequences follow a progressive, stepped approach.

A red card can be issued for:

- Unkindness (including a single serious behaviour incident)
- Poor behaviour choices (inside and out)
- Bad/inappropriate language
- Violence towards others

A record of such behaviour is logged on Arbor, along with the consequence issued and serious behaviour may also be recorded in line with safeguarding procedures on My Concern.

Stage	In school consequence examples…	Parental Communication
1	Writing a letter of apology	Red 1 Card Letter Home
	Removal from the lesson	Red 2 Card Letter Home
	Reflection time during lunch	Red 3 Card Letter Home **Parents called in to meet with… Phase Leader**
2	Community service in the dining hall	Red 4 Card Letter Home
	Litter duty	Red 5 Card Letter Home
	Restrictions to activities e.g. clubs	Red 6 Card Letter Home **Parents called in to see… Head Teacher**
3	Lunchtime with Head of School	Red 7 Card Letter Home
	Taking part in a social programme	Red 8 Card Letter Home
	Isolation from activities with the class	Red 9 Card Letter Home **Exclusion… for persistently poor behaviour**

Behaviour logs are kept for children who present with high level behaviours Level 2 and above and are taken into consideration when considering a CMP (Consistent Management Plan). Teachers are expected to make leadership aware if 'Time Outs' occur consistently as repetition of behaviours may require escalation to Level 2 or a 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 not having a disproportionate effect on pupils sharing particular protected characteristics.

SEND and Communicating Behaviours

The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the Jerounds Academy on the facts of the situation.
Jerounds Academy 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 issues or who has severe eczema;
- training for staff in understanding learning differences 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 support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

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

At Jerounds we make sure we are aware of our duties of care and 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: DfE Behaviour in Schools February 2024

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 Head of School/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 - Safe Practice for Schools - August 2023.pdf (essex.gov.uk)
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 detail 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.

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 Head of School/Headteacher or a senior leader in his/her absence. The Deputy Headteacher will record incidents on the behaviour system provided online by Arbor. This will involve the Head of School/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, Trauma Perceptive Practice, 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, and 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 continual, supervised education in a suitable 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 and 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.

Fixed Term and Permanent Exclusion

We are an inclusive academy and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude in the first instance for a fixed term only.

The Head of School/Headteacher can exclude a pupil from the academy on disciplinary grounds for the maximum of 45 academy days per academic year. After this the pupil may be permanently excluded.

Should a child be continually and seriously disruptive during the lunch break the Head of School/Headteacher is entitled to exclude the child from the academy premises for the duration of the lunch break. Such an exclusion will be treated in the same way as any other exclusion in terms of notifying the parents. Lunchtime exclusions shall count as a half day exclusion for the purposes of record keeping.

The Head of School/Headteacher reserves the right, pursuant to Section 89(5) of the Educations and Inspections Act 2006, to exclude a pupil for actions committed out of academy hours and off academy premises, including when the child is not under the lawful control or charge of the academy.

The Head of School/Headteacher will take account of their duty of care when excluding a pupil and not allow them to leave the academy premises until they are accompanied by an appropriate adult. To facilitate this the Head of School/Headteacher will contact parents to arrange the collection of the child should the exclusion take place in the middle of the academy day.

Under the Equality Act, the gender, race, ethnicity, disability or sexual orientation of a pupil cannot be a contributing factor in the decision to exclude them.

The Head of School/Headteacher will not exclude any pupil or increase the length or severity of an exclusion for any non-disciplinary reason, such as poor academic attainment or the conduct of a pupil's parents. The academy will not place conditions on a pupil's exclusion whereby the failure to meet such conditions would result in the delaying of their return to academy. It is unlawful for pupils to be excluded from the academy during the presence of inspectors if they would not have been excluded otherwise.

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, by person or by electronic, on-line or 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 instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will results in disciplinary action.

If an allegation of bullying does come up, Jerounds 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 Head of School/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, and 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; sometimes the no blame approach is used, sometimes negotiations and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is used
- consider whether exclusion is appropriate in light of the circumstances.

The Trust believes 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 Trust community, the member of staff should report this to a member of the academy'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 in Education 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 to the office upon arrival for secure storage.

This policy was approved by the Trust in October 2026.

This policy will 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		