

APPLEGARTH PRIMARY SCHOOL



Positive behaviour and relationships policy

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Positive behaviour and relationships policy: Applegarth Primary School
'Strong Roots, Bright Futures'

1. Purpose

The **DfE's Behaviour in Schools (2022)** guidance states that schools should have high expectations for behaviour and provide clarity on how these expectations are implemented. The purpose of this policy is to:

- Establish a safe, respectful, and nurturing learning environment.
- Promote **positive relationships** based on mutual respect.
- Support pupils' emotional and academic development.
- Foster a **restorative and inclusive** approach to behaviour management.
- Ensure **all staff, pupils, and parents** understand school behaviour expectations.

Additionally, it outlines that:

- We maintain the belief in building positive relationships, underpinned by compassion, nurture, and consistency. This approach supports a culture where behaviour is addressed through connection before correction, and where every pupil is given the opportunity to succeed within a supportive environment.
- Teachers have power to correct poor behaviour and issue sanctions to pupils in school and, in certain circumstances, outside of school.
- The power to issue sanctions also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

2. Aims

As a school, our vision for behaviour management, aligns with *Ofsted's expectations* that all learners receive consistent and high-quality behaviour support (Education Inspection Framework 2023). Pupils understand that adults in school care about them and work hard to foster resilience, courage, compassion for others and respect.

This policy aims to provide:

- A **consistent approach** to behaviour management.
- A culture of **high expectations** and respect.
- Strategies that **encourage positive behaviours** instead of punitive measures.
- Support for pupils to take **responsibility for their behaviour**.
- High expectations for **staff conduct** and role modelling.
- Clear **sanctions** for inappropriate behaviour.

3. Legal Framework

This policy complies with all relevant laws and statutory guidance, including:

Legislation:

- *Education Act 1996 & 2002*
- *Education and Inspections Act 2006*
- *Equality Act 2010* *Voyeurism (Offences) Act 2019*

DfE Guidance:

- *Behaviour in Schools: Advice for Headteachers and School Staff (2022)*
- *Keeping Children Safe in Education 2024* *Searching, Screening and Confiscation (2022)*
- *Suspension and Permanent Exclusion (2022)*
- *Special Educational Needs and Disability (SEND) Code of Practice (2015)*

4. Core Principles

At Applegarth we aim to prepare children for the future by supporting both academic and

character development to give them the foundations for a future filled with opportunity, success and fulfilment. Together with our families, we are committed to fostering a vibrant school community based on **collaboration**, where children have the **courage** to have high aspirations and ambitions, kindness and **compassion** prevails and each child is encouraged to reach their brightest future. STRONG ROOTS, BRIGHT FUTURES.

Disrespectful behaviour should never be tolerated; pupils should respect ALL staff at all times and in turn, staff should be sensitive to the needs of pupils. Staff and pupils should be courteous and respectful at all times.

Parent engagement is crucial and the support of parents is essential for the maintenance of good behaviour.

Rewards are more effective than punishment in motivating pupils. Good behaviour, hard work and achievement must be rewarded.

5. Expectations of Children

These rules apply at all times, inside and outside of school.

Ready

- Be prepared to learn every day.
- Arrive on time to school and for lessons.
- Come to lessons properly equipped.
- Use happy breathing every day.
- Try your best in all activities.

Respectful

- Treat everyone how you would like to be treated.
- Speak kindly to others; be a good friend to everyone.
- Solve problems calmly.
- Use 'Stop, Consider, Understand,' to get along with other children.
- Use **active listening** when someone is talking (avoid distractions and remember what is being said)
- Listen carefully and do what adults ask you to do – first time, every time.
- Include others in games and activities.
- Use good manners to help make our school a happy and friendly place for all.
- Take care of school property, our own belongings and the belongings of others.
- Celebrate what makes each person special.

Safe

- Walk calmly in school. (Wonderful Walking!)
- Keep hands and feet to yourself.
- Respect other people's personal space.
- Use equipment properly and safely.
- Stay in your classroom during lessons, unless an adult says you can leave. Purple lanyards must be worn. Toilet lanyards are needed if visiting the toilet during lesson time.
- Tell an adult if something doesn't feel right.

6. Expectations of Adults

All staff are expected to contribute to maintaining a **positive behaviour culture**. The policy outline clear expectations:

- **Meet and greet pupils** each morning on the playground.

- Uphold **Ready, Respectful, Safe** values consistently.
 - Model **positive behaviour** and maintain strong relationships.
 - **Use clear instructions, routines, and praise** effectively.
 - Maintain a **calm and fair** approach.
 - Apply the rewards and sanctions as set out in the behaviour policy routinely and consistently.
 - Sanction the behaviour and not the child.
 - Ensure behaviour **expectations are upheld** in lessons and communal areas.
 - Take ownership of **behaviour incidents and restorative conversations**.
- "It is important that every member of staff takes responsibility for behaviour." - DfE Behaviour in Schools (2022)*

7. Staff Induction, Development and Support

Staff must be trained and **supported to manage behaviour effectively**. This policy ensures:

- All **new staff receive induction training** covering the school's behaviour systems.
- Regular **CPD opportunities** are provided on **restorative practices, SEND, and safeguarding**.
- Staff have access to mentors/senior leads for behaviour support.
- Staff training includes **de-escalation strategies** and effective **classroom management**. Ofsted's school inspection handbook states that schools should implement professional development regarding behaviour expectations.

8. Rewards for ALL

Behaviour expectations is reinforced through **clear, simple rules and routines**. At Applegarth Primary School we believe that **all** pupils should be commended and rewarded for their efforts, regardless of attainment.

Recognition and Rewards

Positive reinforcement is embedded within school practice. Example of rewards include:

- **Class Dojo/house points & stickers** for consistent positive behaviour
- **Recognition 'Pom Pom Jars'** in every class
- **'Star of the Day' postcards**
- Weekly **'Star of the Week'** celebration assemblies
- Half-termly certificates and badges for embodying our school values: **Courage, Compassion, Collaboration**

Each week, celebration assemblies take place to recognise pupils who exemplify positive behaviour and uphold the school's values. In Key Stage 1, the 'star of the Week' is selected by the class teacher. In Key Stage 2, the recipient is chosen by their peers. Awarded pupils receive a Golden Star badge, which they wear for the duration of the following week. The badge is then passed on to the next award winner during the next assembly.

To promote class collaboration and recognise collective high standards, pom poms will be added to a jar. Any adult in school can award a class pom pom in recognition of positive behaviour or teamwork. When the jar is full, a senior member of the school community will join the class for a shared hot chocolate. The class will also receive a treat of their choosing.

Class Dojo points work as both a record of personal achievement and a contribution towards a **child's house team**. These are recorded on Class Dojo to collate and celebrate with parents. They can be awarded for:

- **Ready** – Being prepared for learning, starting work promptly and producing work to the best of their ability.
- **Respectful** – Speaking politely, listening actively and showing consideration and care towards others.
- **Safe** – Looking after themselves, others and following our ‘Reliable Routines’ (e.g. Wonderful Walking and Legendary Lines)
- **Courage** – Continuing to try, even when things get hard, learning from mistakes and enjoying discovering new things.
- **Compassion** – Being a calm and caring, celebrating our friends, helping others.
- **Collaboration** – Working well with classmates, sharing and taking turns, celebrating diversity and making our school a better place.

Throughout the year, children will work towards individual milestones and will receive Class Dojo certificates when they pass through them.

Class Dojo Points	Award
100 points	Bronze Award
200 points	Silver Award
300 points	Gold Award
500	Diamond Award
750	Platinum Award
1000	A postcard will be sent home by the headteacher

At the end of each term, reward assemblies will be held to celebrate the achievements of the winning house team. A cup will be issued to the winning house each term. In addition, the house with the highest house points each term will receive a special group award. Teachers will aim to share out approximately **50** Dojo Points each day amongst their class.

9. Interventions, Logical Consequences and Sanctions

Every adult in our school is important and has the ability to deal with behavioural incidents. The following hierarchy of sanctions should be applied for incidents of low-level disruption or poor standards of behaviour.

- **Verbal Reminder** - A calm **verbal reminder** of the expected behaviour. Staff will use positive framing to remind the child of expectations (e.g. I need to see you sharing the tyre).
- **Move to a new space** - A pupil will be asked to **move to a different area** (in the classroom or on the field).
- **Two-Minute-Owed** - If misbehaviour continues, the **Two-Minute-Owed** sanction will be given to address their behaviour. This may involve two minutes of missed breaktime or two minutes standing with an adult at breaktime.
- **Missed Breaktime** – If a child needs to move to a different classroom because of disrupted learning, or significant/repeated incidents of not playing fairly during break/lunch, they will miss break time the following day.

Serious Incidents

When an incident occurs during a lesson, or outside, that it needs immediate action, staff should communicate a need of support from senior member of staff. Behaviour such a **refusing** an adult's instruction, **fighting, vandalism, swearing** must be referred to a senior member of staff.

All incidents will be investigated thoroughly by the senior member of staff and any of the following sanctions applied:

- **Lunchtime detention – All incident will be logged on an Excel spreadsheet. For younger pupils, lunchtime detention will consist of a short, age-appropriate period of time.**
- **Withdrawal of roles or privileges**
- **Confiscation of property**
- **Carrying out a community task in the school**
- **Internal isolation**
- **Parental Involvement – to share observations (not accusations)**
- **Behaviour Contracts**
- **Formal Measures (Suspensions/Exclusions):** Only used for severe/repeated breaches. External support may be considered as an alternative solution. DfE guidance (2022) will be used to support decision-making.

Additionally, a member of the senior leadership team will investigate and respond to concerns about persist bullying.

10. Restorative Approach

At Applegarth Primary School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative conversations may take place during **2-Minutes-Owed**, a **breaktime detention** or a **lunchtime detention**. The aim of this time is to:

- Teach pupils the impact of their behaviours.
- Provide structured **restorative conversations** (Appendix 1: Restorative Questions).
- Where possible, repair relationships.

11. Child-on-Child Abuse

Keeping Children Safe in Education (KCSIE 2024) requires all schools to actively **prevent child-on-child abuse**. Schools must:

- Implement clear **reporting and response procedures** (CPOMS)
- Provide **RSHE lessons on consent, respect, and safeguarding**.
- Train staff to **recognise, respond to, and report abuse**.
- Ensure **support is available** for both victims and alleged perpetrators.
- Record **all incidents** accurately and **intervene early** when emerging behaviours indicate potential risks.

12. Policy Blueprint & Classroom Plan

To ensure **consistency in all classrooms**, the following documents are available to staff for guidance:

- **Policy Blueprint – A one-page summary** for staff reference
- **Classroom Plan – A clear sequence of steps** for managing misbehaviour.
- **Scripted Responses** – Short, consistent phrases used by staff for redirection.

13. Inclusion

Schools **must ensure** that behaviour policies are inclusive, responding to pupils' SEND needs in line with **the SEND Code of Practice (2015)**.

- **Personalised behaviour plans** for pupils with specific needs.
- Anticipation of **behavioural triggers** and implementation of **reasonable adjustments** (e.g., sensory breaks).
- A **graduated approach to supporting pupils** with additional needs.
- **Collaboration with parents, SENDCo, and external agencies** to support identified pupils.

14. Prohibited Items, Searching Pupils and Confiscation

DfE Searching, Screening and Confiscation (2022) guidance grants staff legal powers to search pupils for prohibited items without consent.

Schools must establish a **clear policy** covering:

Prohibited Items Include:

- **Knives/weapons**
- **Drugs/alcohol**
- **Smoking/vaping products**
- **Fireworks, lighters, and aerosols**
- **Pornographic or inappropriate material**
- **Energy drinks and psychoactive substances**
- **Mobile phones (if banned by the school's policy)**

"Any search should protect the dignity of the child and follow safeguarding procedures." – DfE (2022)

Implementation of searching procedures must include safeguarding measures and ensure compliance with inclusion policies.

15. Conclusion

This framework provides a structured, **DfE-compliant** approach to behaviour and relationships within a school. A successful behaviour policy must ensure:

- **Consistent implementation** across all staff.
- A **clear restorative, relationship-based** approach.
- **Visibility of leadership** in upholding the policy.
- **Proactive measures** to support SEND and vulnerable pupils.
- A culture of **high expectations and positive reinforcement**.

This approach aligns with **Ofsted's expectations for high standards of behaviour** and ensures all pupils experience a safe, respectful learning environment.



Applegarth Primary School

We strive to create courageous, compassionate and collaborative learners, who have the confidence to pursue all possibilities.

Visible Adult Consistencies

- ✓ Meet and greet
- ✓ First attention to best conduct
- ✓ Model our values
- ✓ Listen
- ✓ Calm and caring

Rules:

- ✓ Ready
- ✓ Respectful
- ✓ Safe

Recognition for:

- ✓ Embodying our school values
- ✓ Effort
- ✓ Initiative

Reliable Routines

Wonderful Walking

Legendary Lines

Active Listening

All children led to and from any transition on site by the adult leading the class or group.

Intervention scripts

Communicate kindness

"I can see that you're feeling frustrated. I am here to help."

Give a signal, pause, insist

"When everyone is standing like Poppy... (wait)...thank you."

Positive framing

"Well done to this table; you're listening and ready to learn."

"I'd like you to be looking this way and listening thanks"

"I need you on time with all of your equipment."

Use assertive choice direction

"You can either face forwards, concentrating on your work, or owe me two minutes at break."

Assume confusion over defiance

"There seems to be some confusion about our expectations here – can we just check we've understood the routine?"

Affirm the actions of those responding positively

"Thank you to everyone listening and paying full attention; that's wonderful."

NB: For children who are dysregulated due to strong emotions, give them the choice of having a few minutes (it may need longer) to calm their feelings.

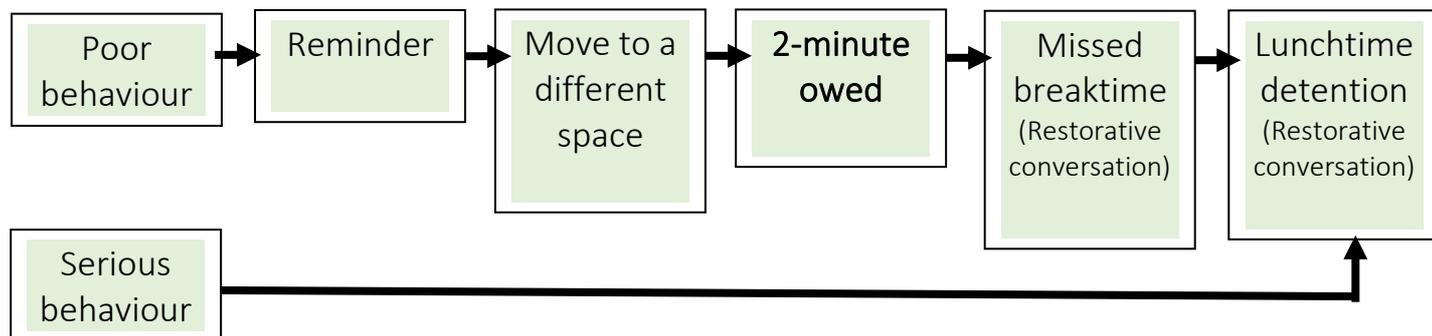
Stepped Sanctions

- Reminder (3 rules)
- Move to a different space
- Two-Minutes-Owed
- * Missed breaktime
- * Lunchtime detention
- * Restorative conversations required

Restorative Questions

1. What happened?
2. How did this make other people feel?
3. How did you feel then and how do you feel now?
4. What should we do to put things right?

At Applegarth we aim to correct misbehaviour through **restorative, logical consequences and sanctions** while maintaining a positive learning environment. We aim to minimise shame and involve parents and pupils in solutions.



Step 1 Action: Give a **calm, private verbal reminder** of the expected behaviour.

Purpose: Allows the pupil to self-correct without escalation.

Example: *"Remember, we respect others by listening when they speak. Let's refocus, please."*

Step 2 Action: 2-Minute-Owed: The child spends two minutes with an adult. Discuss: What happened? What rule was not met? How can you make it right?

Purpose: To encourage reflection and ownership

Step 3 Action: Missed breaktime: Children will sit to complete a task, in silence, in a KS2 supervised classroom.

Purpose: To issue a clear sanction for repeated disruption and provide time for restorative conversations.

Step 4 & 5 Action: Lunchtime detention: Children will have lunch separately from friends and be required to complete tasks in silence, under the supervision of a senior member of staff.

Purpose: To highlight the seriousness of a behaviour. To track children whose behaviour is not meeting school standards. Where there is a pattern of lunchtime detention attendance, further sanctions (listed in the policy) will be required.

Step 4 & 5 Action: Parental Involvement: Parents will be informed about concerns in behaviour to share observations (not accusations) and collaboratively problem-solve. Communication may be through:

Class Dojo notifications

Phone call/message home

Face to face meeting

Purpose: To build partnerships and reduce recurring issues.

Scripted Responses

30-Second Intervention Script

- I have noticed that you are (having trouble getting started, wandering around, playing with apparatus) **right now.**
- **You are not showing our** (3 rules)
- **Because of that, you need to....** (refer to action to support behaviour e.g. move to another table, complete learning at another time)
- **Do you remember when** (refer to previous positive behaviour)
- **That is who I need to see today.**
- **Thank you for listening.**

Setting task and learning goals

- **Learning goal:** “You should be able to describe all the changes of state in the water cycle.”
- **Task goal:** “You should have visited labelling the diagram and written an explanation for each step.”

Check for Understanding

- “Poppy, remind us what you all need to do when I give the signal.”
- “Finley, do you agree with Poppy? Did she leave anything out?”

Re-affirm general expectations to all

- “Thank you – that’s the level of concentration I know you are capable of. Well done.”
- “It’s great to see how well Year 5s are lining up because they are all standing silently, hands by their sides and facing the right way.”

Positive Framing

- “OK – now I need everyone with empty hands and active listening like the others.”
- “Nearly everyone is arriving nicely on time; you two can do it too!”
- It’s important that everyone in the class walks calmly into assembly. That’s what I want to see.”