

Roding Primary School



with Provision for Deaf Children

Behaviour and Relationships Policy

Ratified by Committee:	Teaching and Learning
Adopted by Full Governing Body:	Summer Term 2025
Next review due by:	Summer Term 2027

Our aim is to be a school where everyone feels safe, works hard and has fun. All our policies support our ethos and stakeholders will be challenged if they fail to adhere to a policy and supported to be able to do so.

Roding Primary School and Nursery, with Provision for Deaf Children, is committed to the positive emotional wellbeing and mental health of all of our community members. This policy should be read in conjunction with the Emotional Wellbeing and Mental Health Policy.

1. Aims and Expectations

1.1. This policy is rooted in the principles of relational practice. At Roding Primary School, we believe that by fostering strong, respectful relationships, we can more effectively meet children's emotional needs, promote positive behaviour, and support inclusive practice across the school.

1.2. We recognise that behaviour is a form of communication. When children feel safe and emotionally secure, they are better able to regulate themselves and cope with the demands of school life. We understand that consistency does not mean identical responses to every situation, but rather responding in ways that align with our shared values and ethos.

1.3. At Roding, we see behaviour management as a core part of education. Our approach provides children with clear expectations and supports them in developing the skills needed to make positive choices.

1.4. By nurturing these behaviours, we aim to help children become confident, lifelong learners who are equipped to build strong, respectful relationships that will serve them well both now and in the future.

2. Our Core Values

2.1 Our behaviour expectations are ingrained in our six core values, which we promote and celebrate throughout school life:



- **Resilience** – Showing perseverance and courage in the face of challenge
- **Compassion** – Demonstrating kindness and empathy towards others
- **Respect** – Valuing yourself, others, and your environment
- **Independence** – Taking ownership of your actions and learning
- **Ambition** – Aiming high and working hard to achieve your best
- **Curiosity** – Showing a love for learning and asking thoughtful questions

These values form the foundation of our expectations and are regularly referenced during assemblies, lessons, and conversations with pupils.

3. Objectives of the Policy

3.1 This policy supports us to:

- Develop children's capacity to self-regulate using relational, reflective, and restorative strategies.
- Provide clear expectations, boundaries, and routines.
- Create a culture of high expectations, rooted in mutual respect and positive relationships.
- Ensure that children are supported to make positive behaviour choices.
- Use our core values to guide pupil behaviour and develop character.
- Apply consequences consistently, fairly, and reflectively.
- Ensure every member of our school community feels safe, valued, and ready to learn.
- Ensure all adults model positive behaviour and consistently apply this policy.

4. Promoting Positive Behaviour

4.1 At Roding Primary School, we take a proactive approach to behaviour, with an emphasis on:

- **Positive framing:** Reinforcing expectations by focusing on what we want to see, rather than what we don't
- **Consistent routines:** Clear daily expectations for behaviour across all areas of school life
- **Modelling:** Adults consistently model the behaviour we expect from pupils
- **Recognition:** Pupils are regularly acknowledged for demonstrating our core values

Scenario	Positive Framing	Negative Framing
Pupils are chatting while working	"Let's show our focus and finish this task together."	"Stop talking and get on with your work!"
A child is out of their seat	"Remember, we stay in our seats to keep everyone safe and learning."	"Why are you out of your seat again?"
Pupils not lining up calmly	"Show me how we line up straight, smart and safe, ready for learning."	"You're all being silly—sort yourselves out!"
A child isn't following instructions	"Let's remember to listen the first time so we can move on quickly."	"I've told you three times already—listen!"
Pupils are talking over each other	"One voice at a time so we can all hear and share our ideas."	"Stop interrupting!"
A child has made a mess in the cloakroom	"Let's work together to keep our shared spaces tidy."	"This is a mess—who did this?"
A group is slow to get ready	"Let's show our independence by getting ready quickly and quietly."	"Hurry up! You're wasting everyone's time!"

A child forgets equipment	"Let's get everything we need so we're ready to learn."	"Why didn't you bring your book again?"
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5. Recognition and Rewards

5.1 We believe in celebrating positive behaviour and contributions to school life. Our recognition systems include:

- Verbal praise and positive feedback in class to develop intrinsic motivation
- Core Value Certificates awarded during weekly Achievement Assemblies to children who have embodied one or more of our core values
- Opportunities for additional responsibility (e.g., school ambassadors, monitors, buddies)

6. Learning Behaviours

6.1 At Roding Primary, we explicitly teach and reinforce positive learning behaviours that help all children succeed in class. These behaviours create a calm, focused and respectful learning environment where every child can thrive.

6.2 Children are expected to demonstrate the following key learning behaviours across the school day:

- **Best Sitting Position** – Sit upright, facing forward with calm hands and feet flat.
- **Focus on the Speaker** – Look at the speaker and listen carefully without interrupting.
- **Being On Task** – Start quickly and stay focused on the learning.
- **Respectful Sound** – Use a quiet, kind voice and only speak at the right time.
- **Calm Hands** – Keep hands still, safe and to yourself.

6.3 These behaviours are modelled, taught and reinforced through praise, reminders, and relational support. Visual prompts may be used in classrooms to remind and support children to develop these habits. Staff use positive recognition to celebrate children who consistently demonstrate these behaviours.

7. Behaviour Expectations

7.1 Pupils are expected to:

- Act in line with our six core values at all times
- Follow adult instructions the first time
- Move safely and calmly around the school by following the 'Straight, Smart, safe' routine
- Show kindness and respect to others
- Take responsibility for their actions and learning

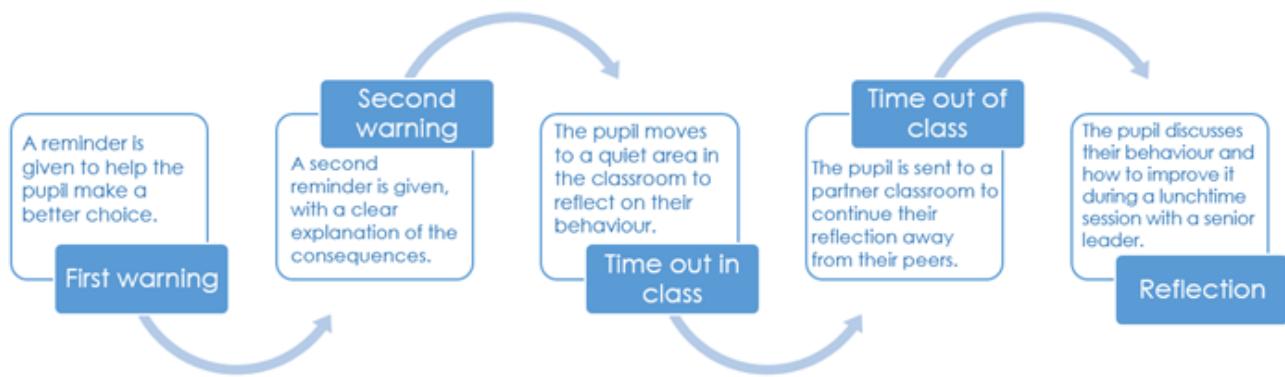
7.2 Staff are expected to:

- Model the school's core values in their conduct
- Use positive framing and calm, consistent language
- Apply consequences consistently and fairly
- Use open-to-learn conversations when addressing inappropriate behaviour

8. Managing Behaviour – Consequences and Support

8.1 We recognise that mistakes are part of learning and that some children may need support to make the right choices. Our staged response to behaviour allows pupils the opportunity to reflect and re-engage positively.

8.2 Consequence Steps:



1. **First Warning** – A gentle reminder of expectations, linked to the relevant core value
2. **Second Warning** – A clear and calm explanation that behaviour needs to improve
3. **Time Out in Class** – The pupil is given a short time in class to reset, regulate and reflect
4. **Time Out of Class** – The pupil works in a partner class for a short time to calm and re-focus
5. **Reflection with a Member of the Leadership Team** – A restorative conversation to explore behaviour, discuss impact, and identify ways to move forward positively

Consequence	Behaviour Example	Positive Framing
First Warning	<ul style="list-style-type: none">• Talking while the teacher is talking• Calling out without putting up a hand• Not following instructions straight away• Minor fidgeting or being off task• Not showing active listening	"I know you can show our value of respect by listening carefully – let's get back on track."
Second Warning	<ul style="list-style-type: none">• Repeating a behaviour after the first warning• Continued chatting during learning time• Ignoring adult instructions	"You've had a reminder already. I need you to focus now so you can

	<ul style="list-style-type: none"> • Distracting others • Rolling eyes or using dismissive body language 	do your best and help others to do the same."
Time Out in Class	<ul style="list-style-type: none"> • Persistently disrupting learning • Talking back or arguing with the adult • Showing defiance or refusal to work • Becoming frustrated or emotional in a way that impacts learning 	"I can see you're finding it tricky right now. Take a short break at the reflection space so you can reset and be ready to learn."
Time Out of Class	<ul style="list-style-type: none"> • Ongoing defiance despite in-class time out • Aggressive tone or behaviour that makes others feel unsafe • Deliberately damaging equipment or property • Refusal to regulate emotions despite support 	"It's important we all have a calm space to learn. Let's take a break in [partner class] so you can return ready to make a fresh start."
Reflection with member of SLT	<ul style="list-style-type: none"> • Physical aggression (e.g. pushing, hitting) • Verbal aggression (e.g. swearing at a peer or adult) • Serious disrespect towards staff or peers • Unsafe behaviour requiring immediate removal • Repeated patterns of behaviour not responding to previous consequence 	"Let's talk this through together, think about what happened, and find a way forward so you can be successful and make the right choices."

8.3 The Reflection stage is key to our approach and focuses on being “open to learn.” During this time, a member of the leadership team helps the pupil to:

- Review the incident or behaviour
- Understand how it affected others
- Consider how it connects to (or breaks from) our core values
- Plan for positive behaviour going forward



KS2 Reflection Record Name: _____ Class: _____ Date: _____

Class: _____

Date: _____

Please tick the values that you did not show:



Ambition



Compassion



Curiosit



Independence



Resilience



Respect

Word bank: unhappy, upset, disappointed, lonely, worried, frustrated, annoyed, anxious, nervous, frightened, confused

Sentence Stem: I felt... because... I was... because... , It made me feel... because...

Next time I will _____

8.4 Parents may be c

9. Outdoor Behaviour

9. Outdoor Behaviour

9.1 At Roding Primary School, we expect all children to show our core values during outdoor times just as they do in class. Playtimes and lunchtimes are important opportunities for children to enjoy social interaction, physical activity and positive relationships.

9.2 Expectations for Outdoor Behaviour:

- Show kindness and respect to others in words and actions
- Follow adult instructions straight away
- Play games fairly and include others
- Keep hands and feet to yourself
- Use equipment safely and responsibly
- Stay within the designated playground areas

9.3 Adults on Duty:

- **Playtimes:** Teachers and teaching assistants are responsible for supervising and promoting positive behaviour.

- **Lunchtimes:** Lunchtime supervisors and teaching assistants are on duty. They are supported by teaching staff and leadership as needed.

9.4 Promoting Positive Behaviour:

- Adults on duty use praise, positive language and role modelling to encourage expected behaviours.
- Children demonstrating positive behaviours may be given recognition through verbal praise or a value certificate during celebration assembly.

9.5 Responding to Behaviour Concerns

Adults on duty follow the same staged approach to behaviour as in class, adapting language where appropriate:

1. **First Reminder** – Gentle reminder linked to a core value
2. **Second Reminder** – Clear explanation and encouragement to make a better choice
3. **Time Away from Playground** – Pupil spends a short time inside with a staff member or is referred to a lunchtime lead
4. **Referral to Leadership** – For serious or repeated incidents, the child is referred to a member of the Leadership Team for reflection and further action

9.6 Any significant incidents (e.g. physical harm, repeated unkindness, unsafe behaviour) must be recorded and reported to class teachers and, if needed, a member of SLT for follow-up.

10. Supporting All Pupils

10.1 We understand that some pupils may need tailored support to meet behaviour expectations. Where necessary, we will:

- Make reasonable adjustments for pupils with SEND or additional needs
- Work closely with the SENCo and pastoral team
- Involve external agencies if appropriate
- Develop individual behaviour support plans

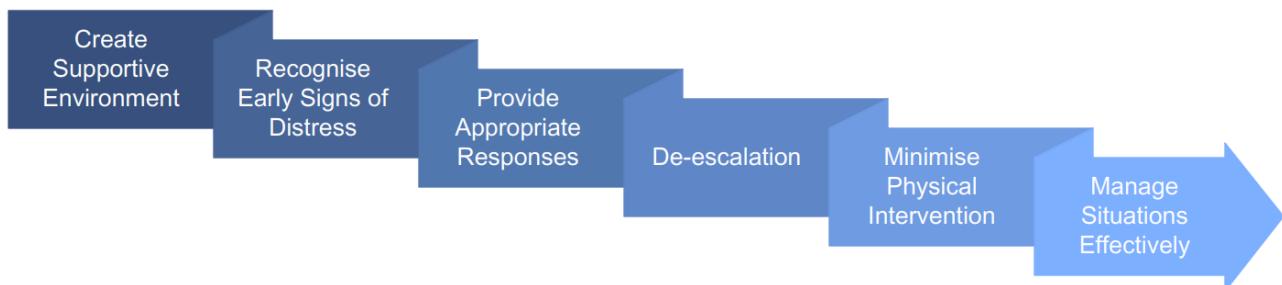
11. Positive Handling

11.1 At Roding Primary School, positive handling refers to the use of reasonable and proportionate physical intervention by trained staff, strictly when necessary to ensure the safety and well-being of all pupils and staff. It is used only as a last resort, in situations where a child's behaviour presents an immediate risk of harm to themselves or others, and where all de-escalation strategies have been attempted and proven ineffective.

11.2 All positive handling interventions follow a clear and consistent protocol that ensures actions are lawful, justified, and respectful of pupils' dignity at all times. Every incident is thoroughly recorded, with details documented and reviewed to safeguard both the pupil and the staff member involved. Parents are always informed if their child has been involved in a positive handling incident, and appropriate follow-up support is offered.

11.3 This record-keeping and communication are vital parts of our safeguarding practice and reinforce the school's commitment to transparency, accountability, and the promotion of a safe and respectful learning environment.

Stages of Positive Handling



12. The Snug

12.1 At Roding Primary School, we are committed to supporting pupils' emotional regulation and well-being. The Snug is a designated safe and calm space within the school, used as part of our wider behaviour and inclusion strategy.

- The Snug provides pupils with a quiet and supervised environment where they can take time to regulate their emotions, re-set, and return to learning when ready.
- Pupils may be directed to The Snug by a member of staff following a dysregulation, or they may request to go if they recognise they need time to calm.
- The room is supervised by trained staff who offer calm, non-judgemental support and guidance, helping pupils to understand their emotions and develop self-regulation strategies.
- Time spent in The Snug is recorded and monitored to ensure it is being used effectively and to inform further support if needed.
- Pupils return to class as soon as they are ready, and a brief restorative check-in may take place to support reintegration into learning.

12.2 For further details, including procedures and supervision, please refer to the full Snug Policy.

11. Bullying and Discriminatory Behaviour

11.1 Bullying and discriminatory behaviour are not tolerated at Roding Primary School. Any incident will be taken seriously and investigated thoroughly in line with our Anti-Bullying Policy. All pupils involved will be supported, and restorative approaches will be used where appropriate.

12. Internal and External Suspensions

12.1 In rare cases where behaviour choices seriously breach our expectations or disrupt the learning or safety of others, suspensions may be necessary. These are used as a last resort when other strategies have not been successful, or in response to serious incidents.

12.2 Internal Suspension

- The decision to issue an internal suspension will be made by the Headteacher or the Deputy Headteacher.
- Internal suspensions take place under the supervision of a member of the Leadership Team.
- If the incident occurs in the morning, the pupil will complete an afternoon internal suspension the same day.
- If the incident occurs in the afternoon, the internal suspension will take place the following morning.
- Pupils are expected to complete the same classwork as their peers during this time to ensure continuity of learning.
- A senior leader will hold a restorative conversation with the pupil, helping them to reflect, understand the impact of their behaviour, and agree on strategies for making better choices moving forward.

12.3 External Suspension

- The decision to issue an external suspension rests solely with the Headteacher
- An external suspension means the pupil will not attend school for an agreed number of days, depending on the severity of the incident.
- Parents will be contacted immediately and a formal letter will be sent home outlining the reason for the suspension.
- Classwork will be sent home with the pupil which can be completed at home to ensure continuity of learning.
- On the pupil's return to school, a reintroduction meeting will take place involving:
 - The pupil
 - Their parent(s) or carer(s)
 - A senior leader

- The meeting will ensure the pupil is supported in reintegrating successfully and the school's behaviour expectations are clearly reiterated.

Examples of behaviours which meet the threshold for internal or external suspensions:

Internal suspension (Pupil remains in school, supervised away from peers)	External suspension (Pupil is sent home for a fixed period of time)
<ul style="list-style-type: none"> • Persistent refusal to comply even after reflection with CLT • Physical aggression that poses a risk of harm but does not result in serious injury (e.g. pushing, hitting, spitting, or kicking) • Verbal aggression (e.g. shouting, threatening, arguing, or swearing) • Deliberate damage to property that is significant but not dangerous (e.g. snapping multiple pencils, tearing displays) • Racist, homophobic, or discriminatory language used with intent to harm or offend • Targeted defiance or repeated unsafe behaviour after multiple interventions (e.g. running out of class, climbing on furniture) • Major disruption during an assembly, trip, or public event that affects safety or school reputation • Repeated inappropriate use of ICT or social media (e.g. attempting to access harmful content after previous warnings, sending inappropriate messages) • Accumulation of multiple incidents showing no change despite CLT reflection and support plans 	<ul style="list-style-type: none"> • Persistent refusal to comply even after reflection with CLT and prior internal suspensions • Ongoing verbal aggression despite CLT involvement (e.g. shouting, arguing, or swearing multiple times) • Serious physical aggression that causes or could cause injury (e.g. punching, kicking with force) • Repeated episodes of physical aggression that poses a risk of harm but does not result in serious injury (e.g. spitting, pushing, hitting, or kicking) • Repeated racist, homophobic, or discriminatory language used with intent to harm or offend despite CLT reflection and support plans • Bringing a weapon or dangerous object into school with intent to cause harm • Deliberate and repeated bullying that continues despite prior support and consequences • Intentional sexually inappropriate behaviour including language, gestures, or actions (age and understanding considered) • Endangering the safety of others (e.g. setting off the fire alarm without cause, dangerous horseplay in unsafe areas) • Accumulation of multiple incidents showing no change despite CLT reflection and support plans

12.4 These measures are always recorded and monitored carefully by the senior leadership team and used to support a consistent, fair, and inclusive approach to behaviour management.

13. Record Keeping

13.1 Consistent and accurate record keeping is essential to ensure transparency, monitor behaviour trends, and support early intervention.

13.2 All behaviour incidents are recorded using CPOMs, our digital behaviour management system. Every member of staff has an individual login and is expected to record significant behaviour incidents or concerns promptly and clearly.

13.3 The Behaviour Lead is made aware of every incident and regularly reviews the data to identify patterns and respond to emerging concerns. Where appropriate, the Behaviour Lead may meet with parents or carers to discuss a pupil's behaviour and plan additional support or strategies.

13.4 Behaviour reports are also shared with the Senior Leadership Team and Governors to ensure the school continues to foster a positive and respectful environment for all pupils.

14. External Agencies

14.1 At Roding Primary School, we recognise that behaviour can be influenced by a range of emotional, social, developmental, or medical needs. To support a deeper understanding of individual pupil behaviour and to provide the right strategies, we work in close partnership with a range of external professionals.

14.2 These include, but are not limited to:

- **School Nurse** – offering health advice and support for pupils with medical or developmental needs.
- **Educational Psychologists** – helping to assess learning and behavioural needs and offering recommendations for targeted support.
- **CAMHS (Child and Adolescent Mental Health Services)** – supporting pupils experiencing emotional or mental health difficulties.
- **Redbridge SEND Advisory Service** – providing advice and intervention for pupils with social, emotional, and behavioural needs.
- **Speech and Language Therapists** – supporting pupils with communication difficulties that may affect their behaviour.

14.3 These professionals provide valuable insight into the reasons behind certain behaviours and work collaboratively with school staff and families to put in place effective support.

14.4 Referrals are made in consultation with parents and carers, and any external involvement is managed sensitively and with confidentiality.

15. Parental Engagement

15.1 At Roding Primary School, we recognise that fostering strong, respectful relationships with parents and carers is essential to supporting positive behaviour

and pupil wellbeing. We believe that behaviour is best supported when home and school work together in partnership.

15.2 Our aims for parental engagement in behaviour support are to:

- Ensure parents are well informed about our school's behaviour expectations, systems and core values
- Maintain open, honest, and respectful communication when addressing behaviour concerns
- Celebrate positive behaviour and personal growth with families
- Involve parents in reflective conversations where their child's behaviour may be causing concern
- Work collaboratively with parents to identify strategies that support their child's emotional regulation and success at school

15.3 We engage parents through:

- Information shared at the start of the year and during parent meetings about our relational approach and core values
- Regular communication from class teachers, including positive feedback as well as concerns when needed
- Discussions with parents when their child reaches the Reflection stage in the consequence process, especially in cases of repeated or serious incidents
- Inclusion in behaviour support planning for children requiring tailored approaches or additional provision
- Involvement in restorative conversations where appropriate

15.4 We ask that parents support the school's behaviour policy by:

- Reinforcing the importance of our core values at home
- Encouraging their child to take responsibility for their actions and learning
- Maintaining respectful and constructive communication with staff
- Working in partnership with us to support their child's behaviour and emotional development

15.5 We value the role parents play as partners in their child's education and welcome feedback to help us continually improve our approach. By working together, we can ensure every child feels safe, supported, and ready to learn.

16. Roles and Responsibilities

16.1 At Roding, we believe that promoting positive behaviour is a shared responsibility. When everyone understands their role and works in partnership, we create a consistent and supportive environment where all children can thrive. The

table below outlines the responsibilities of each member of our school community—governors, staff, pupils, and parents—in upholding our values and expectations. This shared approach helps ensure that our behaviour policy is applied fairly and effectively, and that every child is supported to make positive choices.

Role	Responsibility
Governors	<ul style="list-style-type: none"> Approve the behaviour policy Monitor implementation and impact Support school leadership
Headteacher	<ul style="list-style-type: none"> Ensure consistent implementation of the policy Promote a strong school culture rooted in core values Support staff, pupils, and families in behaviour matters
Senior Leadership Team (SLT)	<ul style="list-style-type: none"> Model expected behaviour and language Lead on reflection conversations Monitor behaviour data and trends Support staff with behaviour strategies
Teachers and Support Staff	<ul style="list-style-type: none"> Set clear expectations linked to core values Use positive framing consistently Apply rewards and consequence fairly Communicate with parents when needed Maintain positive relationships with pupils
Pupils	<ul style="list-style-type: none"> Follow the school's behaviour expectations Demonstrate the core values Take responsibility for their actions Engage in reflection conversations when needed
Parents and Carers	<ul style="list-style-type: none"> Support the school's behaviour policy Reinforce core values at home Communicate respectfully with staff Work in partnership with the school to support their child

17. Monitoring and Review

17.1 Behaviour incidents are recorded and monitored to identify patterns and ensure consistency. This policy is reviewed annually by the Senior Leadership Team and approved by Governors.