Staples Road Primary School

BEHAVIOUR AND RELATIONSHIPS POLICY

Approved by:	Local Governing Committee	**Date:** May 2026
Last reviewed on:	May 2026	
Next review due by:	May 2027	

STAPLES ROAD PRIMARY SCHOOL

RELATIONSHIPS POLICY

2026

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

1. Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our school'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 exclusions. This should be read alongside our policies on Equality and Diversity, Teaching and Learning, Special Educational Needs, Mental Health and Well-being, Anti-Bullying and Safeguarding.

2. Policy Statement

At Staples Road Primary School, we understand that how we interpret behaviour is vital. This policy outlines our approach to promoting positive behaviour and managing incidents through a child-centred, trauma-informed lens. At Staples Road, we recognise that behaviour is a communication of unmet needs or a defensive stress response. We distinguish between:

- **Misbehaviour:** When a child was capable of acting differently but chose not to.
- **Stress Behaviour:** When a child's capacity to act differently is limited by a high stress load.

(*Essex Trauma Perceptive Practice Manual*)

Our goal is to create a safe environment where positive, trusting relationships are at the heart of everything we do. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community

3. High Expectations

All staff at Staples Road Primary School 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.

4. Five Pillars

All staff commit to these core principles to ensure consistency:

1. **Consistent, calm adult behaviour:** Stripping out negative emotion and remaining professionally rational.
2. **First attention for best conduct:** Publicly praising positive choices.
3. **Role Model at all times:** Hold doors, model manners, pick up litter: children will follow example.
4. **Restorative dialogue:** Using structured conversations to address incidents.
5. **Restorative follow-up:** Ensuring relationships are repaired after a conflict.

5. Consistency

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 behaviour 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. 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

6. Our School Motto and Values

STRIVE

*We work hard with **RESILIENCE** and **CREATIVITY.***

RESPECT

*We respect each other and our school with **KINDNESS** and **HONESTY.***

SUCCEED

We are proud of ourselves and our school and celebrate all our successes

Be kind
Be respectful
Be honest
Work hard

7. Our Approach to Positive Behaviours

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.

7.1 Celebrating success:

This positive promotion of values and resulting behaviours will be visible to the children and they will be directly rewarded through the Dojo system. For example, they can earn Dojo points by being honest, kind, listening with respect and so on and demonstrating the golden rules.

Positive behaviour is also celebrated through feedback from class staff, sharing with parents/ carers and showing work to senior leadership. 'Stars of the Week' are chosen weekly for children displaying the values. Respect champions are celebrated every half term.

7.2 Rewards: Class Dojo

Dojos are used as a primary reward indicator at Staples Road. Dojos are accumulated and can be given out in class by any adult. Class teachers use an online system to track pupils' dojos.

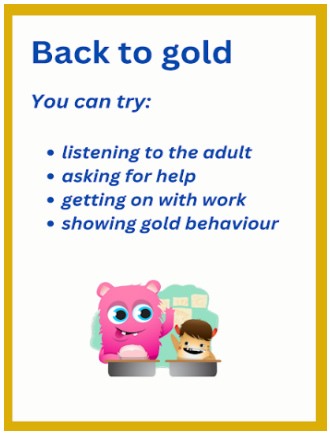
It is important that we reward with dojos in a consistent manner. They can be given out in the classroom and beyond [around the school and in the playground]. **Dojos are reset regularly.**

Teachers might choose to use another reward system to recognise collective behaviours such as table points or marbles.

8. <u>Go For Gold</u>

Every class has a Go For Gold chart which is visible to all children. The chart looks like this:





To ensure every child is treated fairly, the "Go for Gold" chart is used consistently in every classroom. **Children's names are placed on the gold part of the chart at the start of every day.**

- **Gold:** All children start the day here. The goal is to stay on Gold through positive behaviour and following the school values: Resilience, Creativity, Kindness, and Honesty.
- **Silver:** A "reminder" stage for minor wrong choices. The child's name will be moved here. **Staff will actively look for ways to help the child move back to Gold.**
- **Bronze:** Indicates a need for **Reflection Time**. This is not a "punishment" but a structured opportunity to regulate and engage in restorative dialogue. The child's name returns to Gold following effective reflection.

The restorative conversation might occur at the start of play or lunchtime to allow the space and time it needs. Bronze behaviour could result in a number of consequences following a restorative conversation. There is a list of behaviours and restorative consequences in Appendix B.

If the Bronze behaviour is seen in the playground, adults will ask the child to visit the Reflection Room, where they will have an opportunity to explore and reflect with a member of the Senior Leadership Team (SLT).

9. Restorative Practice

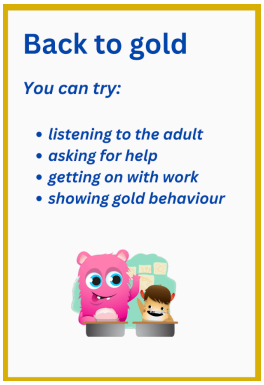
When staff hold restorative conversations, five key questions are used to ensure the conversation is reflective, yet is not detrimental to a child's view of themselves.

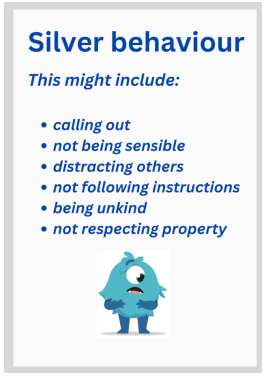
The Restorative Five:
1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

It is a highly effective best practice to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. The adult mediates and gets a full understanding of what happened and helps children to identify how they felt and what they can do differently next time. With this increased understanding, the child responsible for harm is more likely to learn from the incident and accept the consequence [however serious].

11. Incidents of a Serious Nature

It is recognised that for some children further sanctions may need to be used. If there is a serious example of behaviour, either in class or in the playground, the Senior Leadership Team [SLT] will be involved. Here is a table to help understand what behaviours lead to silver and bronze, and what will lead to SLT involvement. It is not exhaustive, but helps to give a broad understanding of different behaviours and the consequences.



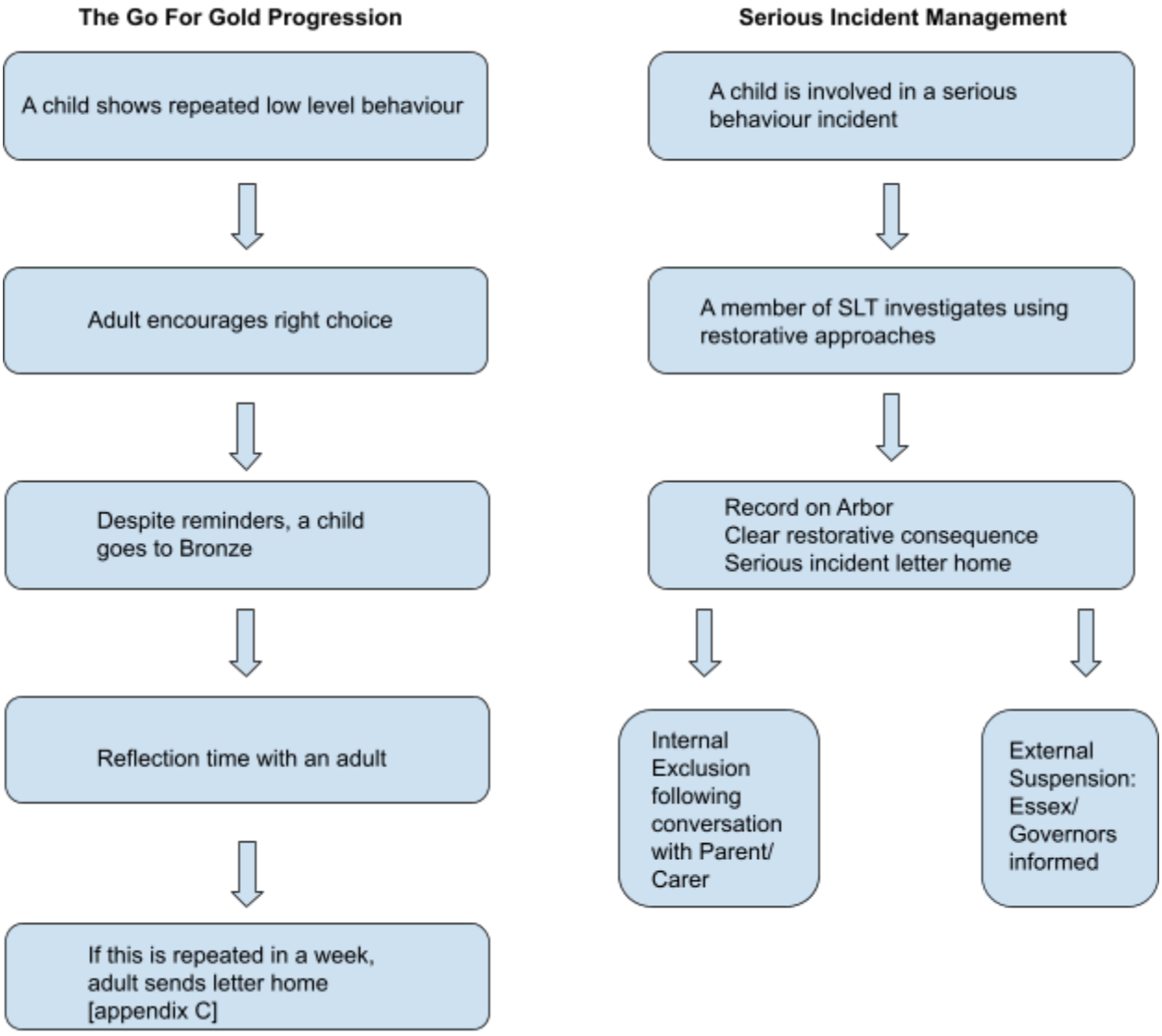




SLT involvement
• Any concerning/ repeated behaviour • Racist/ peer on peer abuse • Bullying/ cyber bullying • 3 straight to Bronze in a week • Serious physical altercation/ agression

Incidents of a serious nature (e.g. aggression, violence, racism) will immediately be referred to and dealt with by the Head or a senior leader in his/her absence. Incidents will be recorded on the behaviour system provided online by Arbor. This will involve the Head and relevant staff working closely with the child and parents to address and resolve the inappropriate behaviour. **If necessary, letters home [appendix C] or an 'Individual Behaviour Plan' [appendix D] will be formed and this will involve specific rewards and sanctions, as governed by the plan.**

12. <u>Escalation of consequences: flow diagram</u>



While we are trauma-informed, we maintain a clear escalation for serious behaviours (e.g. physical aggression, persistent disruption).

- **Internal Exclusion:** A child may be required to work away from their peers for a set period to ensure safety and reflection.
- **External Suspension:** Reserved for the most serious incidents where the safety of the school community is at risk, in line with statutory guidance.
- **Fixed term/ Permanent Exclusions**

Please see Appendix E for more information regarding suspensions and exclusions.

13. Behaviour and Additional Need/ SEND

At Staples Road Primary School, we recognize that every child is unique and embrace an equitable approach to behavior that acknowledges some pupils require additional support to meet our high expectations. Our trauma-informed lens distinguishes between "misbehaviour" and "stress behaviour," understanding that a child's capacity to regulate can be limited by a high stress load. Consequently, we provide a differentiated response and personalized planning for children with Special Educational Needs (SEND), ensuring classroom staff work closely with parents and carers to address specific difficulties. This approach prioritises "connection before correction," using restorative dialogue and logical consequences rather than simple sanctions to help all pupils develop the self-regulation strategies they need to feel safe and succeed.

14. Parent/ Carer Role and Responsibility

It is vital the school and parent work together to ensure children learn the expected school behaviours. Parents/ carers must support the school and trust the decision the school has made is in the best interest of the child/ children involved and the wider school community and any decision will be based on the principles of this policy.

This policy was approved by the LGC on **May 2026**

This policy shall be reviewed on a regular basis to ensure its continued effectiveness and compliance with the law and regulations.

Next review date: **May 2027**

STRIVE, RESPECT, SUCCEED

S S R

Appendix A: Our Principles - the things we will do as adults

All staff

- **Seek to understand the communication behind the behaviour**
- **Keep the relationship at the forefront when seeking to restore and repair (connection before correction)**
- **Model compassion and kindness, provide hope and support, connection and belonging**
- **Understand that any event in a child or young person's life can impact on how they think, feel and act**
- **Use of logical consequences rather than just simply punishments or sanctions**
- **Provide routines, set limits and have clear boundaries**
- **Regulate our own emotions**
- **Co-regulate with young people and help them to develop self-regulation strategies for the future.**

Head Teacher

- Leads on all aspects of this policy and model the expectations for all staff
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence)

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children/young people and parents/carers as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children and young people
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs

- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child or young person may be having.

Family

- Inform the school of any concerns about changes in their child/young person's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child/young person's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Undertake their statutory role around suspension and exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Appendix B: Examples of Restorative Consequences

Restorative approaches focus on **repairing harm** rather than just "punishing."

Behaviour Incident	Restorative Consequence
Disrespectful language to a peer	Facilitated "Restorative Circle" to hear how the words made the other person feel and an agreed-upon act of kindness to repair the bond.
Running/ Talking while walking in school	Go back and try again
Damaging school property	Spending supervised time helping the site manager repair or clean the area to understand the impact on the environment.
Excluding others from play	Working with a staff member to design an inclusive game for the next break time.
Purposely hurting a child in football	Miss football for the rest of the day.
Throwing food in lunch hall	Spending time the next day clearing up the lunch hall.

Disrupting learning	Completing work in a "buddy class" followed by a conversation about how their actions affected the teacher's ability to teach.
Continuous playground fighting and going to reflection room	Spend time with an adult watching positive play.

Appendix C: Parent Letter Templates

Template 1: Two Bronze Incidents in One Week

Subject: Notification of Reflection Time (Bronze Level)

Dear Parent/Carer,

At Staples Road, we use our "Go for Gold" system to ensure a fair and consistent environment for all children. I am writing to let you know that [Child's Name] has moved to **Bronze** twice this week. This resulted in "Reflection Time" where [Child's Name] engaged in a restorative conversation to understand how their choices impacted others. We would appreciate it if you could discuss our school values of **Kindness and Respect** with them at home to help them stay on Gold next week.

Best wishes, [Class Teacher Name]

Template 2: Serious High-Level Behaviour (SLT Involved)

Subject: Formal Notification of Serious Behaviour Incident

Dear Parent/Carer,

I am writing to inform you of a serious behaviour incident involving [Child's Name] today, which required the intervention of the Senior Leadership Team (SLT).

[Brief, factual description of incident—e.g., "An incident of physical aggression occurred during lunch break."]

As part of our commitment to safety and restorative practice, [Child's Name] has [completed an internal exclusion/had a formal restorative meeting]. We take these incidents very seriously to ensure all children feel safe at school. We would like to invite you to a meeting on [Date/Time] to discuss how we can work together to support [Child's Name] in making better choices moving forward. Yours sincerely, [SLT Member Name] Staples Road Primary School

Appendix D: Individual Behaviour Plan

Name of Pupil: _____ Class: _____ Date of Plan: _____

Review Date: _____ Lead Staff Member: _____

1. Understanding the Child (Trauma-Informed Lens)

Identify that behaviour is a communication of unmet needs or a defensive stress response.

- **Strengths and Interests:** (What does the child enjoy? Where do they succeed in the 'Strive, Respect, Succeed' motto?)
- **Known Triggers:** (What high stress loads limit the child's capacity to regulate?)
- **Communication Style:** (How does the child communicate their needs before reaching 'stress behaviour'?)

2. Proactive Strategies

Consistent, calm adult behaviour is essential to help the child feel safe.

- **Relentless Routines:** (Specific, predictable classroom routines for this child).
- **Positive Reinforcement:** (How will the child receive 'first attention for best conduct' and Dojo rewards?)
- **Co-Regulation Support:** (Specific calming techniques or 'safe spaces' to use before escalation).

3. Management of Behaviour

Differentiating between misbehaviour (choice) and stress behaviour (incapacity).

Level	**Specific Behaviours for this Child**	**Tailored Support / Logical Consequences**
Silver (Reminder)	*e.g., distracting others, calling out*	Positive reminders, help to move back to Gold

Bronze (Reflection)	*e.g., repeated silver behaviours, being unkind*	Structured Reflection Time with a safe adult
Serious Incident	*e.g., aggression, physical altercation*	SLT involvement and restorative follow-up

4. Home-School Partnership

The school and parents/carers must work together in the best interest of the child.

- **Agreed Parent/Carer Actions: _____**
- **Agreed School Actions: _____**

Signed (Staff): _____ Signed (Parent/Carer): _____

Signed (Pupil, if appropriate): _____

Appendix E: More information on Suspension and Exclusion

Use of suspension as a consequence

Our school still applies the protective and educational approach to consequences even if the outcome is suspension: protective as a suspension insists on a short term change in routine and becomes educational when the provision is more personalised to meet the child/young person's needs.

Appropriate use of suspension is to allow the adults time to make the necessary adjustments to meet the needs of the child/young person going forward. This includes:

- reflecting, identifying needs and amending plans
- using the time to prepare psychoeducation or other appropriate interventions to support
- using co-regulation to develop self-regulation strategies.

We understand that whilst a suspension might mark a break from the challenge for school staff, this is often not the case for the child/young person. Reflection and restoration are still essential to enable pupils and staff to learn from the situation, to not carry unresolved shame with them, and to remain hopeful for the future.

To achieve this, suspensions are issued with kindness and compassion. At our school we will always explain why the suspension is happening, separate the child/young person from their behaviours and ensure they have a safe adult who provides unconditional positive regard. We also provide hope for their return by planning for their reintegration and providing opportunities for them to share their views.

We refer to the Education Access Team's Suspension Guidance.

Use of exclusion as a consequence

Our school considers the following principles/questions when considering exclusion:

- Is it absolutely necessary to exclude?
- Is it in the best interest of the child/young person?
- Is it in the best interest of the school community?

We also understand that the child/young person will likely remain within the local community. To sustain hope for the child/young person, exclusion is presented as a means of accessing an alternative safe space rather than a threat or punishment.

On the rare occasion that exclusion occurs, our school ensures:

- Positive goodbye with closure for staff, child/young person and their family

- A robust handover between school staff to support the transition to the new school/setting
- Ensuring the child/young person takes all their work with them to share with their new teachers, demonstrating their achievements and what they are proud of
- Restoration opportunities in the new school/setting, repairing the child/young person's relationship with education
- Encouragement to build new positive relationships to ensure a sense of belonging.

There are 15 DfE exclusion codes that can be used to record why a child/young person is excluded:

PP – Physical Assault against a pupil orientation and gender identity	PA – Physical Assault against an adult	VP – Verbal abuse/ threatening behaviour against a pupil
VA – Verbal abuse/ threatening behaviour against an adult	OW – Use or threat of use of an offensive weapon or prohibited item	BU – Bullying
RA – Racist abuse	LG – Abuse against sexual	DS – Abuse relating to disability
SM – Sexual misconduct	DA – Drug and alcohol related	DM – Damage
TH – Theft	MT – Inappropriate use of social media or online technology	DB – Persistent or general disruptive behaviour

As our school seeks to understand behaviour, we do not exclude for 'Persistent Disruptive Behaviour' as there are 14 alternatives which provide a far more meaningful description of behaviours.

We refer to the Education Access Team's Exclusion Guidance.