



Relationships and Behaviour Policy

Launched: 13th October 2023

Approved by Governors

Reviewed: Autumn 2026

Rationale and Purpose

This policy has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (Behaviour in Schools 2022). The purpose of this policy is to provide guidance for the Headteacher in drawing up the Relationships and Behaviour Policy at Dovelands Primary School so that it reflects the shared aspirations and beliefs of all stakeholders for the children in the school, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of positive behaviour management, consequences and sanctions and how to enact this. All stakeholders have an awareness that behaviour is built on positive and trusting relationships. Staff should be confident that they have the Governor's support when following this guidance.

The Relationships and Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- Every child has the right to learn
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse
- Dovelands Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- A commitment to ensuring that all protected characteristics are understood and promoted.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- The school's Relationship and Behaviour Policy will ensure that there are measures to encourage good behaviour, self-regulation and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on the use of physical intervention.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from the school's Inclusion and Mental Health Leads and refer to the school's Early Help offer before seeking advice from appropriate outside agencies where concerns arise over a child's behaviour and families will be involved to foster good relationship between the school and home
- Violence or threatening behaviour will not be tolerated in any circumstances.
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with high level needs or those deemed as vulnerable.

Introduction

At Doveland's Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Expectations are communicated clearly and systems are simple. Promoting excellent behaviour amongst pupils is a shared responsibility which includes all stakeholders. We believe that consistently implementing the principles of Restorative Practice helps us to focus on building solid relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused by mistakes made. We help them to become empathic, considerate people who have the skills to avoid and resolve problems independently which will equip them with the skills for later life.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a shared vision. The policy will be reviewed annually and feedback will be taken from all stakeholders.

Aims

- Recognise the importance of highly effective teaching and learning in the promotion of positive behaviour.
- To develop positive relationships through the principles of a Restorative Approach
- Establish clear expectations of all members of the school community
- Provide a calm, productive and vibrant learning environment where everyone feels safe and enables everyone to learn effectively
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Implement a positive mental health and trauma-informed approach to behaviour in our school.
- We have high expectations of all children, regardless of need or background therefore the support in meeting these expectations may differ.

Objectives

- Provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- Have clear strategies for regulating conduct and promoting excellent behaviour, self-regulation and respect.
- Positive reinforcement is embedded throughout
- For all staff to focus on de-escalation and preventative strategies rather than reactive
- All staff know how to manage the actions of children in crisis and to have an

- understanding of what challenging behaviour might be communicating
- To nurture healthy friendships and relationships between peers.

Our school ethos:

At Dovelands, we:

- Belong
- Are brave
- Are aspirational
- Are kind and respectful

Expectations

All staff members will communicate clearly with children what is needed of them at different times and these expectations will be taught to the children.

1. All of our staff and pupils are expected to follow our ethos:

Our school ethos:

At Dovelands, we:

- Belong
- Are brave
- Are aspirational
- Are kind
- Are respectful

In an age appropriate way these expectations are shared by class teachers with their class and are regularly referred to and reinforced throughout the school and the curriculum.

We believe that the curriculum is everything that our pupils experience throughout their school day. Our ethos is shared progressively with all children.

2. All staff will use the Restorative Approach

Being 'restorative' focuses on building positive relationships based on responsibility, respect and fairness. This creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour and choices.

The Restorative Approach framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents and issues provides children with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than only focusing on

poor behaviour or choices. Children and adults are encouraged to repair together. All members of staff are trained in the key principles of Restorative Approaches and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships in the future.

3. Staff at Dovelands actively recognise and reward positive behaviour, effort and achievement. This will take the form of:

- Staff give specific praise on work or positive behaviour which links to the ethos.
 - Giving children stickers or postcards to take home
 - Children to share their successes with members of SLT or other classes.
 - 'Shout outs' or certificates in weekly Celebration Assembly
 - Dojo Points for children enacting our ethos
- Once a child reaches 100 Dojo Points they will receive a certificate in assembly
- 500 Dojo Points: Bronze certificate
 1000 Dojo Points: Silver certificate
 1500 Dojo Points: Gold certificate
 2000 Dojo Points: Platinum certificate
 4000 Dojo Points: Head Teacher Ambassador Award

3000 Dojo Points: Collective Class Reward ie: free play, film, trip to park

4. Staff conduct:

How will staff present? • Be calm, consistent and collected • Model what is expected of the children • Notice positive behaviour • Ensure robust, consistent routines • Be authentically warm and kind • Respond in a timely manner • The child's voice will be central	Head Teacher, Senior Leaders, Pastoral Staff • Be visible around school • Lead by example • Be committed to providing CPD for all staff and hold to account • Use behaviour data from CPOMs to assess and target behaviour • Support where incidents may escalate
All staff, every day • Refer to our ethos of: At Dovelands, we: ✓ Belong ✓ Are brave ✓ Are aspirational ✓ Are kind and respectful • Ensure that children know we are pleased to see them at all times • Address all behaviour that is below our	

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| expectations, including low level behaviour.
• Record reflection time or higher on CPOMs when a child has not taken the chance to engage | |
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5. What will this look like?

1. In the classroom:

- Classrooms will be tidy and well organised as this has a positive impact on behaviour
- It is the responsibility of adults and children alike to maintain our school by looking after the resources and displays
- Children and adults refer to the 'Listening Ladder' and visual prompts
- Adults will use 'Signal, Pause, Insist' consistently

2. Corridors:

- Walk quietly on left hand side around the building at all times (especially when passing through areas where other people are working)
- Hold doors open for others.
- Classes to be supervised by an adult

3. Assembly:

- Enter and leave assemblies calmly and quietly.
- Participate and contribute to interactive parts of an assembly

4. The dinner hall:

- Classes to be supervised to ensure a good handover and communication with lunch time supervisors
- Children enter and leave the dinner hall calmly
- Say please and thank you to lunch time supervisors
- Try not to make a mess
- Clear trays or rubbish away when finished

5. The playground:

All children should be respectful of one another. This is the same on the playground at break and lunch times. See 'playground expectations'.

- Adults to escort class into the playground and check that all staff on duty are present before leaving
- All children should feel safe outside and must be made aware of the play ground rules and the importance of informing an adult if they have a problem.
- The adults on duty are responsible for ensuring that children are safe; that the playground rules are being adhered to and that any incidents are being dealt with using the principals of restorative approach.

- Behaviour incidents should be reported to the Class Teacher or Phase Leader and recorded on CPOMs.

Sanctions

At Doveland's, we expect pupils to take responsibility for their behaviour and encourage pupils to do this using restorative approaches which enable pupils to repair, reflect and reconnect with others. This process does not however replace consequences. Where there are times that the agreed values and ethos are not followed, we have a consistent approach to behaviour.

1. Consistent high expectations at all times
2. Subtle signal to refocus for individual
3. Rule reminder. Specific reminder directly to child "Catherine we line up quietly, thank you."
4. Caution. Clear choice: "Catherine you can either line up quietly or you can have a 5 minute reflection at playtime."
5. Reflection time. 5 minute reflection during play time to repair and reconnect.

Persistent, low level behaviour or high level behaviour:

6. Repair. Phase leader is informed. The child will miss 15 minutes of their next play/lunch time to discuss or complete a restorative think sheet in order to reflect, repair and reconnect. They may also use this time to complete missed work, make amends or repair something that is broken.
7. Reflection. Where children are persistently unable to follow the rules (2 or more visits to the Phase Leader in a week, they will be sent to the 'Reflection Zone' where a member of the pastoral team will complete further restorative work with them and keep a record of children who have needed further support.
8. After three visits to the Phase Leader or regular visits to the Reflection Zone, children are given a behaviour report card which should be signed by the Head Teacher. The report lasts for 1 week and children will need to achieve positive feedback for each day in order to finish their report. This will also result in a meeting between Class Teacher, Phase Leader and parents/carers to discuss the reasons for this behaviour and any support that needs to be put in place.
9. Child's behaviour will be monitored and reviewed. Parents/carers will be invited to join the behaviour review.

This may not be appropriate for some children with SEND where an adapted programme may be in place.

Class Teachers should inform families about persistent low level behaviour. High level behaviour should be reported to parents and SLT immediately.

Serious misbehaviour is defined as:

- Repeated breaches of the school values
- Any form of bullying
- Vandalism or destruction of property
- Theft
- Fighting / physical incidents
- Racist, sexist, homophobic or discriminatory behaviour

Further consequences could include:

- A loss of a privilege
- Extra work / repeat unsatisfactory work
- Missing more than one break or lunch time
- Internal seclusion
- Fixed term exclusion

The above list is not exhaustive and will depend on the context of a situation.

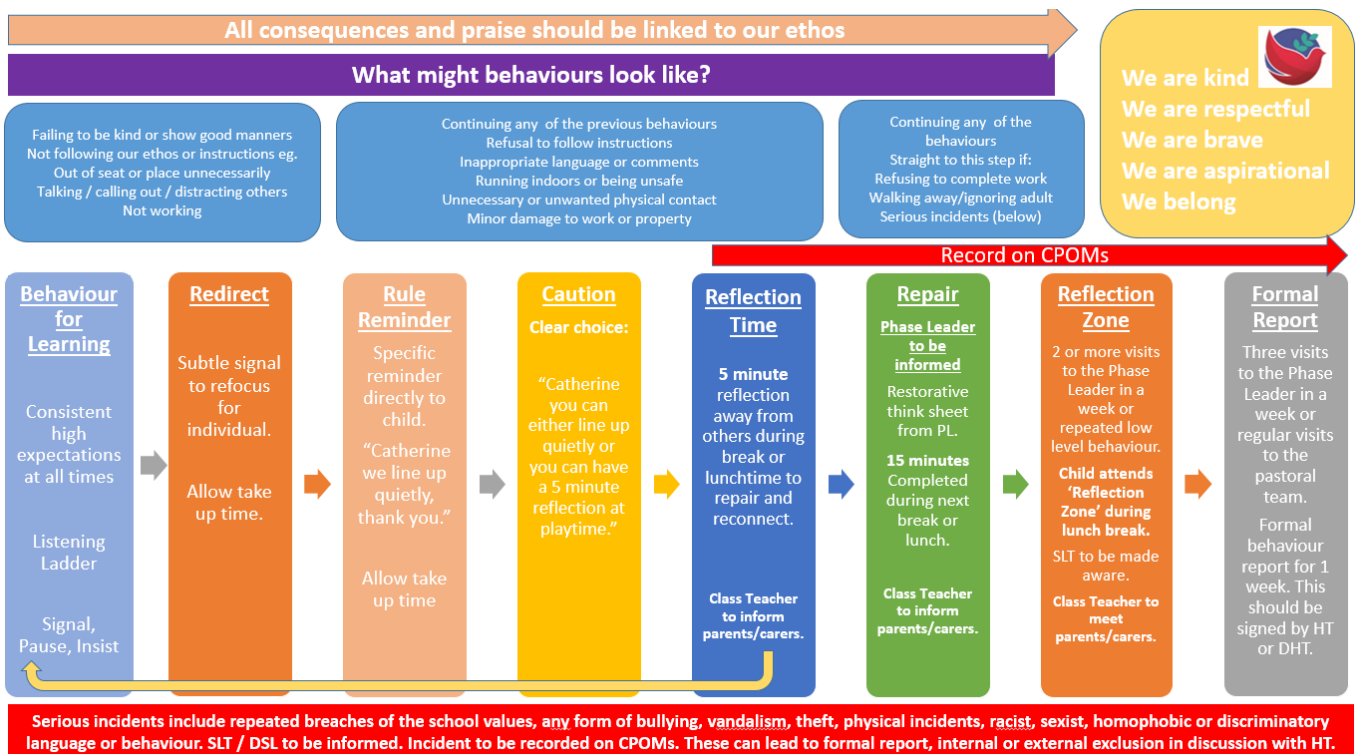
Parents and Carers

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents/carers to support the school in maintaining positive behaviour, which in turn ensures a good atmosphere for learning. We aim to work with parents/carers and keep them informed at each stage of the policy.

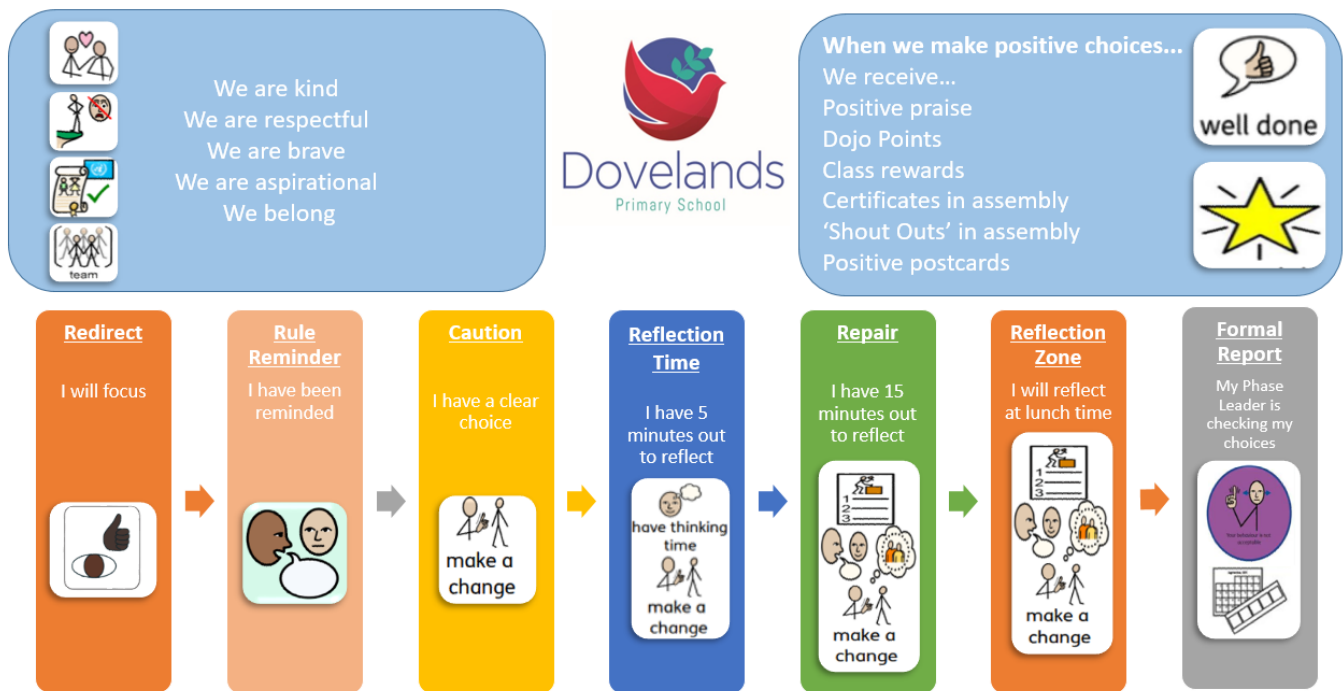
Parents/carers will be informed of achievements so they can share in their child's rewards.

- Achievements are shared on 'Class Dojo' including when an individual child reaches 100 Dojo Points.
- Individual Dojo Points can be viewed by parents/carers.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Positive postcards or notes sent home
- Parents' Evenings also provides a forum for discussion.
- Class assemblies, celebrating achievements
- Certificates and stickers that children take home

Behaviour on a page:



Each class will display a child-friendly version of the policy.



We ask that parents and carers:

- Read the home school agreement
- Support their child in adhering to the expectations at Doveland's
- Inform the school of any changes in circumstances which may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly and attend meetings to develop a shared understanding of how to address their child's behaviour.

Offsite

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as at a sporting event or on a school trip.

Physical Intervention

In some circumstances, as a last resort, staff may need to use physical intervention to restrain a pupil. This should only ever be to prevent them from:

- Hurting themselves
- Hurting another person
- Causing serious disruption to learning
- Intentionally damaging property or environment

Incidents of physical intervention must (see also physical intervention policy)

- Only be used by a member of staff who is 'Team Teach' trained

- Always be used as a last resort when all other forms of de-escalation have not been successful
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Reported to parents
- Be recorded using the Local Authority EPIF
[https://my.leicester.gov.uk/service/Physical Intervention Record](https://my.leicester.gov.uk/service/Physical_Intervention_Record)
- Recorded on CPOMs (including EPIF form)
- Positive Handling Plan to be implemented if physical intervention is required on more than one occasion.

Exclusions

Headteachers can exclude a child if they misbehave in or outside school. When there is a serious breach in the school rules, internal exclusion, exclusion from lunchtimes or exclusion from school may be carried out following the Local Authority agreed procedure.

In cases of exclusion parents, the Chair of Governors and the Local Authority are informed.

We refer to DfE statutory guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

The school will inform parents/carers about an exclusion as soon as possible. This will be followed by a letter explaining how long a child is excluded for and why. The letter will also explain how to challenge the exclusion, if parents/carers wish to. Exclusions can start on the same day.

For the first 5 school days of an exclusion, it is parental responsibility to make sure a child isn't in a public place during normal school hours unless there is a good reason. You might be prosecuted if your child is found in a public place when they're not supposed to be. Child Law Advice has more information on what happens when a child is excluded.

Types of exclusion

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled). A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

Permanent exclusion means a child is expelled. The Local Authority must arrange full-time education from the sixth school day. The school or Local Authority must about any alternative education they arrange. It's your responsibility to make sure your child attends. If alternative education isn't arranged within 5 days, or you're not happy with the education, you can complain to:

- the school, for fixed period exclusions
- the local council, for permanent exclusions

If you're not happy with the response, you can complain to the Department for Education (DfE). You'll need to show that you followed the school or council's complaints procedure.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

This behaviour policy is linked to the following policies:

- Statutory exclusions guidance
- Safeguarding policy
- Anti-bullying policy

Break and Lunch Time Expectations



We are kind



We are respectful



We are brave



We are aspirational



We belong



When we make positive choices we receive...

- ✓ Positive praise
- ✓ Coloured stickers which equal 1 Dojo Point

Wherever possible, incidents to be dealt with during break and lunchtime, not during lesson time.		
	Use kind words Class Teacher to be informed of inappropriate language or repeated incidents.	An adult will remind children of this expectation: "We use kind hands. Thank you." "We sit on benches. Thank you."
	Share and take turns Adult to model expected behaviour if necessary.	If this happens again, children will stand with an adult for 2 minutes. Children will be reminded of the expectation.
	Use kind hands and feet (physical incidents, unwanted physical contact, pulling at clothes) Class teacher to be informed if behaviour continues.	If this happens again, children will stand with an adult for 5 minutes (or until break is over) to reflect.
	Respect the environment and equipment. Benches are for sitting and equipment should be cared for and tidied away.	Class Teacher and Miss Walpole (if lunch time) to be informed after third time.
	First whistle: 2 minute warning	Adults to give 2 minute warning using whistle and "2" gesture.
	Second whistle: stand still, lips closed, hands to self.	Adults to ensure all children are following instruction.
	Third whistle: walk calmly to line up	Adults to observe that children are walking calmly and model how to do this if necessary.
	In the line: Stand quietly and walk into classroom with your teacher, keeping hands to yourselves.	Class teachers to ensure all children are calm and quiet before taking children into class.

Serious incidents include repeated breaches of the school values, any form of bullying, vandalism, theft, physical incidents, racist, sexist, homophobic or discriminatory language or behaviour. Class Teacher (and Fiona Walpole) to be informed. Incident to be recorded on CPOMs.

Reflection Zone:

Reflection (consequence) Zone and Chill (supporting regulation) Zone

Every lunchtime from 12-1:15pm in the Pigeons in the year 5 base.

This provision is designed to serve three purposes:

- 1) For where **reflection time** is needed from either earlier in the day or the same day. Children should be sent with their lunch only if they are spending their full lunch in the zone.
- 2) For pupils who may be struggling to spend the entire of lunch outside (The Chill Zone) and **need support** in having a successful break. This could either be with or without their lunch, depending on their need. Teachers, please liaise with a member of SLT if you think someone in your class would benefit from this before sending them.
- 3) For pupils who have got into **a physical or have used racist / discriminatory language incident** at lunchtime. They should be brought in once the incident has been explored by lunch staff using the Restorative Approach Script. Lunch staff should log these on CPOMS and any further actions will be added by the member of staff in the Reflection Zone.

Reflection Zone is not for finishing work unless a consequence has been given due to refusal etc

A slip will be passed to the class teacher with information regarding incidents from lunch time inc who inputs on CPOMS and notifies parents/ carers

A reflection sheet/ activity should be given to the child who is sent to RZ and this should be returned to the class teacher once completed during Reflection Zone visit

Lunchtime expectations

Pupils	Staff
Eat your packed lunch outside sat down on a bench or wall-not sat on the top of a table or running around	Actively monitor children eating and remind them to be sat appropriately
To keep your hands, feet and hurtful words to themselves	Where children are seen touching/grabbing others, even in play, they should be reminded about consent and that there should be no play fighting
To play calmly-not racing around, grabbing or pulling using hoops or skipping ropes	Slow children down, remind of the expectations which is designed to prevent accidents
Treat our sports leaders with respect	Respond to any incidents where sports leaders are having any difficulty. Speak to all children with respect to demonstrate the expectations we have.
To use kind, polite language to everyone	Engage children in conversation-hello, have you had a good day, is everyone ok etc. Not shout at children. Use the tone and language that you would expect back
To line up for hot dinner when their year group is called	Repeat out loud the year group that has been called so it can be heard across the whole playground and use cards to hold up
To stand up at the end of lunch followed by collecting belongings and walking to your lines	Regular reminders once the whistle has gone
To not hurt anyone with your hands or feet	Intervene in situations that look like they could result in someone being hurt. Fully explore an incident before bringing it to staff in the pigeons