

Marshlands Primary School



Relationship and Behaviour Policy and Procedures

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1. Building Positive Relationships

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their behaviour learning journey. Behaviour cannot simply be expected without modelling and support, as we naturally do with curriculum subjects. In using the analogy of behaviour as a curriculum subject, this allows us to see there are behaviour expectations and behaviour end points at which we need students to be, but we also need to scaffold, model, personalise and teach behaviour.

1.1 Focus Shift

This policy has been written to stand in place of a behaviour management policy as our focus has shifted from just 'managing behaviour' to building positive relationships with our pupils and helping pupils to regulate their emotions. Through this we encourage, model and teach good behaviour expectations.

Rules tell students what not to do. Routines, expectations and responsibilities teach students what to do. In shifting to a focus on routines, expectations and responsibilities, we create a climate of cooperation and not simply compliance.

1.2 Behaviour Principles

It is important to have high expectations for all our children while recognising that children bring different experiences to their learning journeys. However, inclusion should not mean lowering standards, all pupils need to be held to high standards, high regard and have boundaries with consequences. True inclusion is about giving all pupils the chance to succeed not just in a school environment, but within their place in the world. It is about ensuring all pupils benefit from a culture of high expectations because anything less is a disservice to the communities and pupils we serve.

At Marshlands Primary School, we have the following aims:

1. Every child should be supported to build a sense of responsibility **(Be safe)**
2. Every child should be a part of a culture of praise, where positive behaviours are recognised by adults and peers **(Be respectful)**
3. Every child should be supported when learning how to regulate their own behaviour and emotions in a safe, nurturing environment **(Be ready)**

1.3 School Rules

To provide a safe, nurturing environment, we have three school rules that encompass all aspects of school life. We support everyone to:

1. **Be ready.**
2. **Be respectful.**
3. **Be safe.**

The simplicity of these rules ensures that everyone will remember them.

School staff have these rules displayed in their classrooms and regular opportunities are taken to share the rules, discuss the rules and reflect on what the rules look like day-to-day.

1.4 Building Positive Relationships

We adopt a culture of praise and celebration as the main tool in dealing with behaviour. The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having knowledge that you have them in mind, care about them as a person and care about what they are doing.

We develop our culture of praise and celebration by:

- Using others as positive examples instead of focusing on unwanted behaviours
- Ensuring praise is specific to the task or behaviour to highlight successes
- Always using children's names when addressing them
- Using the PIP and RIP strategy – praising in public and reprimanding in private (private reprimands should still be within earshot of others so that nothing said can be misinterpreted)
- Holding weekly celebration assemblies
- Holding half termly celebrations for Class Superstars, who are then added to the Wall of Fame, inviting parents in to have lunch with these children
- Recognising the positive behaviours of pupils

1.5 Recognition

We use Class Dojo as a means of recognising positive behaviour. The move to recognition is so that reward becomes intrinsic and does not rely on the material. Children can be awarded Dojo Points in recognition of their positive behaviours. These are linked to the school values and are:

- Asking Questions (**Curiosity**)
- Being Respectful (**Respect**)
- Enjoying Learning (**Enjoyment**)
- High Expectations (**Dream**)
- Independence (**Individuality**)
- Positive Attitude (**Positivity**)
- Resilience (**Resilience**)
- Supporting Others (**Belonging**)

Class teachers are also able to add their own dojo point categories based on the needs of the pupils. For example:

- Star of the Week
- Work done at home
- Spellings
- Times Tables Rockstars improvements

This highlights successes and creates a positive climate. Class Dojo records pupils' individual positive points which can also be seen by parents and pupils at home. These points are also collated to show the class's total points which fosters the school's value of belonging as everyone is working together to reach a goal based on last week's score and best ever score:

- At the end of a week, the Class Dojo points are recorded
- They are then compared with last week's score and the best ever score

- If last week's score has been beaten, the class has a small experience-based reward
- If the best ever score is beaten also, then the class has a longer experience based reward
- Examples of these rewards can be iPad time, five-minute breaktime extensions, twenty-minute choice time, biscuits, milkshakes, hot chocolates, painting afternoon, half an hour at the park etc – these can be negotiated with the class at the start of the year (all of the agreed rewards can then be hidden and selected randomly when earned)

All pupils (and staff) are also in a school house and are able to earn points for their house. All staff are able to give points for any pupil caught demonstrating the school values. The points are collated to have a weekly, half termly, termly and end of year winning house.

Class Superstars: The Marshlands Wall of Fame

Each half-term, every class teacher will choose a child as the Class Superstar to be added to the Wall of Fame. This will be a child who, for that half-term, has shown an outstanding attitude to learning and exemplary behaviour consistently. Their parent or carer will be invited into school for a special lunch and their star will remain on the Wall of Fame for the rest of the year.

1.6 Helping Children to Understand Expectations of Behaviour

So that pupils can learn to regulate their own behaviour, it is important that the rules are made clear to them so that they can understand what is acceptable. We use a range of strategies to do this:

- We teach appropriate behaviours through assemblies, through our conversations with children and in isolated opportunities in the classroom when it is needed
- We model desired behaviours for children and then practice them.
- In class, children discuss emotions and how to handle different situations and learn how to cooperate with others
- Across the curriculum, children learn to respect the viewpoints of others
- The Learning Mentor works with small groups of children who may struggle to show desired behaviours
- We have members of staff who form a pastoral team who support children using a range of strategies that are research and evidence based.

1.7 Monitoring Behaviour

Monitoring behaviour is everyone's responsibility. Unwanted behaviours must be dealt with as they arise and are seen.

- Behaviour is an area to observe during monitoring
- Staff liaise closely over behaviour issues with the SLT and in staff meetings
- Staff will keep track of recognitions using Class Dojo
- Sanctions and interventions are recorded on the record sheet
- Accurate use of behaviour categories to log incidents will support creating accurate pictures of pupil needs.

- All pupils are monitored by the Headteacher who will collect record sheets weekly
- The use of the reset room is monitored by the headteacher, to identify any patterns
- Class teachers and the SLT will identify pupils who need more significant interventions
- The headteacher will create half termly class report data, highlighting behaviour and pupils to monitor and support.

1.8 Breaktimes & Lunchtimes

During breaktime, at least **two** members of staff will be on duty. Staff will cover different playground areas. When the weather allows, the field may be used. The field should be covered by an appropriate number of staff members from each playground.

- Play equipment suited to the weather is provided for pupils; children should not bring their own toys or equipment
- Children are encouraged and taught to play games
- Playfighting is not allowed – this usually leads to actual fighting or injury
- Bullying is NOT tolerated (see Anti-Bullying Policy)
- Children may use the school field when the weather permits
- Pupils who struggle with behaviour at playtimes may be given a pupil passport, in which parents will be fully involved
- Midday Supervisors are expected to carry out the behaviour policy in line with other staff
- Issues over lunchtime that may affect the afternoon should be completed on a green form and given to the pastoral team to address, other issues should be dealt with as appropriate
- Serious issues that occur over lunchtime must be logged and passed on to the headteacher, or SLT in the headteacher's absence.
- An indoor breaktime club is normally available on a morning break
- A lunch VIP club is available for children chosen as modelling the school values during lunch breaks.

2. Managing Misbehaviours

2.1 Behaviour Sanctions and Support

Staff should use positive reframing to support learning behaviour in the first instance (**Tom Sherrington Walkthrus book 1 and their Paul Dix training**)

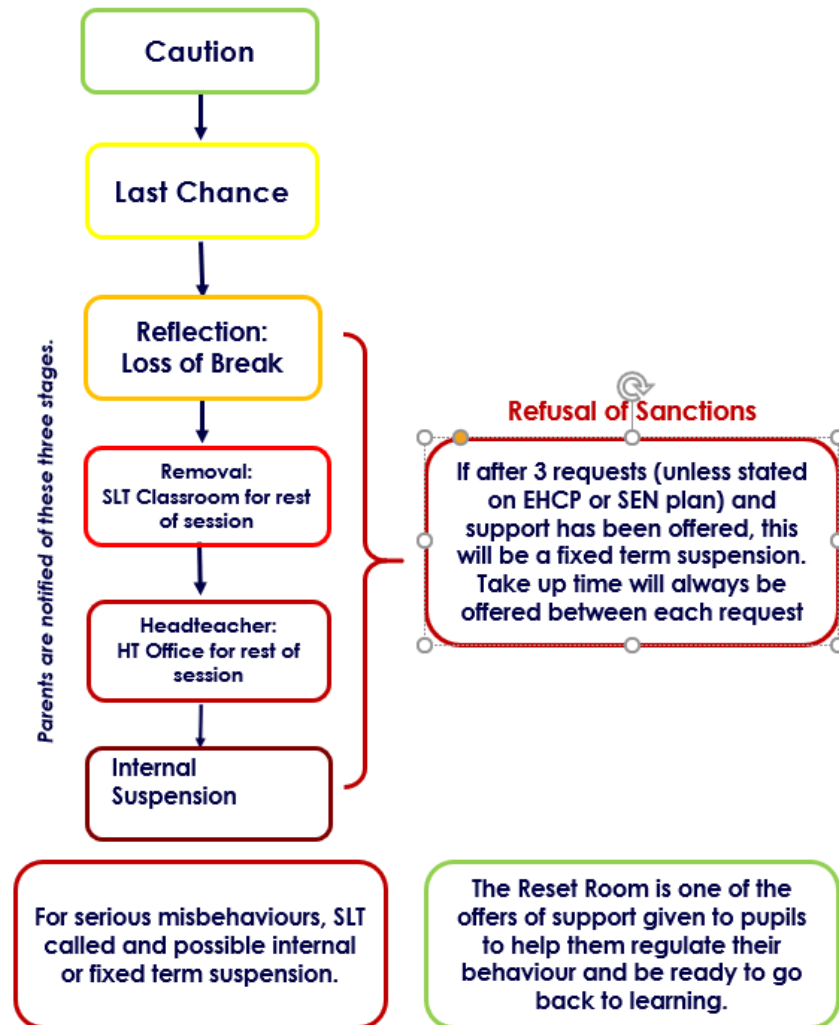
Here are strategies that can be used to support this:

1. **Establish your expectations.**
2. **Affirm positive responses first.** For example, "Well done to this table; you're listening and ready to learn."
3. **Frame corrections as positive reinforcement.** When students do not meet your expectations, frame your response by reasserting what you want, not describing the behaviour. Instead of "Sean and Mo, stop talking and turning around," you say, "Sean, Mo... I would like you both looking this way and listening, thank you."
4. **Give the benefit of the doubt.** For example:
Teacher: "Louise I need you focused on the task, thank you."
Louise: "But I wasn't talking."
Teacher: "OK, maybe you weren't but I need you focused and working hard now, thank you."
5. **Assume confusion over defiance.** For example, "I wonder if this group did not quite hear the instructions?"

Stage	Approach	Guidance
1	Caution	Deliver a verbal caution to the pupil. This should include a target, for example "Child A I need you focused on your task until you complete the next question/get to the bottom of the page."
2	Last Chance	Speak to the pupil privately again, giving them a final chance to engage. Make it clear and specific, giving them two options. For example, "This is your warning. If you continue to swing on your chair, you will be missing 10 minutes of your breaktime. If you choose to sit safely you won't."
3	Sanction including reflection	If the unwanted behaviour continues, the child will then be told that they are missing 10 minutes of their breaktime to reflect on their behaviour choices and to catch up with any work missed. It may be beneficial for the child to take time out at this point. This may be outside the classroom or in a safe, quiet corner.
4	Removal/Repair (Sanction 4)	The pupil is removed from the session and will spend the remainder of that session in a teaching member of SLT's classroom to complete their work. A restorative session with the pupil needs to be arranged following this to discuss some of these restorative questions: 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? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? The amount of questions to discuss in the session will depend on the child's age and understanding.
5	Remain with Mrs Tang (Sanction 5)	If, whilst in the SLT member's classroom, the child continues to misbehave, they will then go Mrs Tang's office for the rest of the next session to complete their work.
6	Internal Suspension (Sanction 6)	The pupil will remain with the headteacher (or SLT member in their absence) for a set period of time. This is usually at least half a day. During this time the pupil will complete work but have breaks alone.

Dealing with Misbehaviour

Positive first. Reminders, praising wanted behaviours, assume 'not knowing' of expectations.



If a child's behaviour is deemed very serious the following sanctions and disciplinary procedures can be used:

- Referral to member of senior leadership team
- Internal exclusion
- Fixed term suspension
- Consideration for off-site direction or managed move (see Local Authority policy)
- Permanent exclusion

Very Serious Misbehaviours must be logged on CPOMS.

2.2 Support for Managing Behaviour

If a child continues to show unwanted behaviours and is highlighted by the class teacher, pastoral team or the SLT as having difficulties, the following steps should be taken:

1. Diagnostic triage, between pastoral, SENDco, DSL and class teacher to look at current provision, what else can be implemented and vitally, to try and unpick reasons for behaviour. This will happen half termly.
2. If no obvious patterns arise then a social competency profile or Boxall profile should be completed.
3. If further support is needed then the class teacher, behaviour lead and SENDco should meet to complete a support plan, which will allow staff to assess, plan, do and review targets
4. Should behaviour continue then parents will be invited to a behaviour support meeting
5. If behaviours continue, the child will be referred to external agencies for support

Staff are aware that challenging behaviours can be caused by social, emotional and mental health difficulties. If these difficulties are identified and if a long-term intervention is needed, then the child may be identified as having a Special Educational Need (SEN) and would be placed onto the SEN register. Our SENDCo would then oversee their provision and termly SEND reviews would take place.

2.3 Refusal/defiance

Whilst we will always offer support, take up time and guidance. There is an expectation that pupils will follow reasonable requests. Walking away from staff, refusing help/refusing to leave and take support, may lead to fixed term suspensions if the education of other pupils is impacted on. Whilst we aim for pupils to be able to self-regulate and have support to do this, pupil dysregulation should not impact on the learning of others, their well-being and safety in school.

2.4 Shouting and Restraint

Shouting

On rare occasions, it may be necessary for a member of staff to raise their voice. This is discouraged as we aim to encourage a positive culture of respectful communication. It is only necessary to shout if a child is an imminent danger to themselves or others. Shouting should never be within two metres of a pupil.

Restraint

On rare occasions it may be necessary to restrain a child for their own safety, for the safety of others or to prevent an escalation of a situation. Parents would always be notified if this had been necessary. Local Authority guidelines are followed. Any times when restraint has been used must be recorded and filed. Most staff are trained in Team Teach (which is 95% positive handling), though all staff have the responsibility of stopping children harming themselves, others and school property.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe." (George Matthews – Director)

2.5 Other Approaches

- Some pupils will follow alternative behaviour strategies in consultation with relevant professionals. This will form part of an individual behaviour plan (pastoral support plan)
- A record of all serious and very serious incidents reported is available through CPOMS
- A reset room is available for pupils who may just need a few minutes outside of class to reset, yet still complete their work. This can be found in Appendix 1.
- Scripts will be used by staff to ensure consistency in messages given and to also try to avoid further escalation of behaviours. This can be found in appendix 2 (to be written, once agreed)

2.6 Suspension

Under the 2024 DfE Guidance:

- In the first instance, this may take the form of an 'Internal Exclusion' where they are withdrawn from their normal classroom activities and work under the supervision of another school adult for an agreed period of time. A letter is sent to parents to inform them of the internal exclusion.
- If this does not encourage more acceptable behaviour in the child, or where a child behaves in a way which causes serious disruption, harm to others, serious breach of the school behaviour policy or if there is a concern that they may seriously harm the education or welfare of themselves or others in school, they may need to be suspended from school.
- In the absence of the headteacher, the deputy headteacher can suspend, but it is preferable that a suspension is made for as short a time as possible, no more than a day and a half, pending the return of the headteacher. The situation will then be reviewed when the headteacher returns and will be adapted as necessary. This must be made clear at the time of the suspension. Should no member of the SLT be available, no suspension will be made until a member of the SLT can be contacted.
- When making suspensions, DfE guidance and guidance from the education authority must be followed.
- Where a child presents disruptive behaviour at lunchtime, they may be suspended over the lunchtime period for a predetermined number of days. This is considered a 'fixed period' suspension and DfE guidance and procedures must be followed in the same way as any other suspension.
- If parents are not willing to support the school during suspension, the Education Welfare Service will be involved and legal remedies may be necessary.

2.7 Violent Behaviour

Definition of Violence in School

Violence in school is defined as any **physical act of harm** towards another person that falls within the following categories:

Specific Actions Considered Violent (including but not limited to):

Hitting	Kicking	Throwing Objects at Others	Spitting
Biting	Scratching	Hair-Pulling	Another other physical action deemed violent by the headteacher

Property damage

This is defined as causing damage to the school building and property i.e. deliberate damage to doors, windows and school furniture (throwing desks, chairs, pens and other objects that could cause harm to others). Incidents that cause classroom or school evacuation through deliberate actions will be considered violence.

Exclusions to Violence:

- **Pushing** is not classified as violence under this policy.
- **Verbal aggression** (eg threats, intimidation) will be handled under the general behaviour policy.

When This Procedure Applies

This procedure applies **whenever pupils are under the care of the school**, including:

- During **school hours** (both in lessons and at break/lunch)
- **On school premises**, including before and after school when pupils are present
- **During school trips**, including **residential visits**
- **On school transport**, including buses and other travel arrangements organised by the school

Intent & Context

- **Reckless actions** that result in injury, even without clear intent, will still be considered violent.
- **Both deliberate harm and impulsive reactions** fall under this rule.
- **Immediate remorse will not negate the incident**—violence has still occurred and will be dealt with accordingly.
- **Self-defence** will only be considered **if reasonable and proportionate** to the situation.
- **SEND and age considerations** may apply, but no pupil will be exempt—additional risk assessments may be required.

Playfighting

- **Playfighting is not allowed in school.** While it is not classified as violent under this policy, it will be dealt with under the **general behaviour policy**.
- Any instance of **physical contact during playfighting** may be escalated to violence depending on the situation.

Support for At-Risk Pupils

- If a pupil receives **one strike**, a **support plan** will be discussed with parents and put in place to prevent further incidents.
- This support plan will be based on a **general framework** but will allow for specific strategies tailored to the individual child.
- The aim of this support is to **reduce risk**, provide **structured guidance**, and, where necessary, **implement additional interventions** (e.g., behaviour mentoring, risk assessments, or external referrals).

Levels of Violence & Consequences

- **The victim's reaction** does not determine whether an act is violent – any instance of violence will be addressed.
- **Repeated threats** (without physical action) will be dealt with under the general behaviour policy.
- **Single extreme incidents** may result in **immediate suspension or permanent exclusion** at the headteacher's discretion.

Decision-Making

- Evidence will be reviewed from **CCTV, witness accounts, and pupil statements** before a **final decision** is made.
- A **member of SLT, usually the headteacher**, will determine whether an incident is classified as violent and issue a 'strike' sanction.
- **Consistency will be ensured** through regular SLT discussions on violent incidents.

2-Strikes Behaviour Procedure for Violent Incidents

- 1st Strike → Reflection session + meeting with parents (logged by SLT and class teacher) + general plan of support with adaptations as required.
- 2nd Strike → Suspension for [X] days.
- Further incidents → Automatic suspension, increasing in length.
- Persistent Violent Behaviour → Could lead to permanent exclusion (PEX).
- Reset → If no further incidents occur within 6 weeks of the last recorded incident.

3. Roles and Responsibilities

3.1 Governing Body

- Review and approve the behaviour principles which outline the policy
- Read and approve the policy each year
- Read and approve any updates to the policy within the year
- Liaise with senior leadership team about any issues
- Follow guidelines and legislation with regards to exclusion

3.2 Headteacher

- Oversee the writing, implementation and sharing of the policy, ensuring it is in line with national guidance and legislation
- Apply the policy, modelling the expectation to other staff
- Support staff in applying the policy
- Provide opportunities for and lead regular CPD, including in staff meetings
- Liaise with the senior leadership team about monitoring and outside agency involvement
- Create half termly behaviour reports, analyse behaviour data and ensure governors are aware of behaviour standards in school

3.3 Senior Leadership Team

- Contribute to the writing and implementation of the policy
- Apply the policy, modelling the expectation to other staff
- Support staff in applying the policy
- Lead regular CPD in staff meetings
- Monitor the application of the policy across school, providing further support when needed
- The SENDCo will liaise with outside agencies to provide further support and intervention

3.4 Class Teachers

- Apply the policy
- Support others to apply the policy
- Contribute to CPD opportunities and liaise with other members of staff when support is needed
- Follow any specific learning passports
- Support in the creating of any behaviour support plans
- Liaise with parents regarding the day to day behaviours of their child, ensuring they are aware of any low level concerns you may have

3.5 Learning Mentor and Pastoral Team

- Apply the policy
- Support others to apply the policy
- Provide intervention and support for pupils who are struggling to regulate when in school
- Contribute to CPD opportunities and liaise with other members of staff when support is needed
- Support in the analysis and creating of any behaviour support plans

3.6 Support Staff

- Apply the policy
- Support others to apply the policy
- Follow any specific learning passports
- Contribute to CPD opportunities and liaise with other members of staff when support is needed

THE RESET ROOM - STAFF GUIDANCE

PURPOSE

The Reset Room provides a calm, supervised space for pupils to regain focus and continue learning away from the classroom.

It acts as a step before senior leadership team involvement, helping to protect learning for everyone while giving the pupil time to reset.

This room is for behavioural escalation – not for pupils who are sad or need emotional support. Those situations will continue to be managed through existing pastoral systems.

WHAT HAPPENS

- A pastoral staff member will supervise at all times.
- Pupils are expected to complete their classwork wherever possible:
 - Work should be sent or delivered to the room quickly.
 - If the subject work isn't possible, suitable independent work will be provided.
- Pupils may complete a reflection sheet and briefly discuss behaviour before returning.
- The environment remains quiet, structured and purposeful.

We would like to create a bank of worksheets specific to year groups. If you have any, please pass them on.



RETURNING TO CLASS

- The pastoral staff member will decide when the pupil is ready to return.
- On return, pupils should be welcomed back positively.
- Any follow-up conversations should happen privately, not in front of other children.

KEY MESSAGE

The Reset Room is not a punishment. It is a behaviour support space that allows pupils to reset, refocus and re-join learning in the right frame of mind.

REFUSAL TO ATTEND

If a pupil refuses to go:

1. Give a calm reminder of the instruction and consequence.
2. If refusal continues, see if a fresh staff member helps and then contact SLT.
3. Continued defiance may lead to suspension, depending on circumstances.

COMMUNICATION AND LOGGING

- Notify the Reset Room, via radio or a message, when sending a pupil. Ensure they get there.
- The pastoral staff member will log entries and outcomes for tracking and review.

Appendix 2 – whole school scripts examples

Your feelings are valid but the rules still apply

I'm here to help but I won't do it for you.

I like you but I will not let you speak to me like that.

If I let you off, I let you down.

If someone says stop, we stop.

Everyone is allowed to have their feelings.

Their feelings are real to them, you do not have to agree.

We don't do here.

I can see you are upset and I will wait for you, but we are going to have to discuss this.

Rules are there for everyone to be safe and know the boundaries.

When the work gets hard, that's when you start learning.

People aren't smart or not smart; people work hard or don't work hard

This feeling will pass.

Feelings are like a tunnel; we have to keep going to get through it.

I understand but we still cannot react in this way. I would do

I can see you are feeling.....and once you are calm we can find a solution.

You do have rights, but with rights come responsibilities.

Your action of.....creates the consequence of.....