



Heartwood CE VC Primary and Nursery School

Behaviour and Relationships Policy

Signed:

Chair of Governors

Date: December 2025

Review Date: July 2026

Statement of Intent

At Heartwood CE VC Primary and Nursery School, we believe that to enable children to 'live life in all its fullness (John 10:10)', children need to learn how and why to behave. Not just so they can learn well but so that they can be successful adults who achieve their goals and aspirations.

We aim to create an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We strive to teach self-discipline not blind compliance. This policy echoes our core values with an emphasis on ready, respectful and safe behaviour.

Developing positive relationships is at the heart of the culture of Heartwood CE VC Primary and Nursery School and we strive to work with children, parents and professionals in the best interests of teaching behaviour skills for life.

Our Christian values are threaded through our approach to supporting positive behaviour at Heartwood:

Friendship: We are a friend like Jesus – kind, welcoming and caring. We include others in games and conversations. We encourage and support friends when they feel sad or lonely.

Service: We look for ways to help others, like Jesus served other and make a difference. We are kind to those who need a friend.

Compassion: We forgive each other when we make mistakes. We are gentle with our words and actions. We show love and care to others, just as Jesus did. We help children who are upset or in need.

Responsibility: We make good choices for ourselves, our community and our environment. We take responsibility for our actions when we have made the wrong choice and try to make it better. We learn from our actions.

Courage: We feel confident enough to challenge ourselves, take risks and make mistakes. We are brave and speak up if someone is being hurt or bullied. We tell a trusted adult when something is wrong. We stand up for what is right, even when it is hard.

Respect: We treat everyone as a child of God. We listen to others and value their feelings and ideas. We use polite words and be careful not to hurt others. We delight in our differences.

Aims

- To create a culture of exceptionally good behaviour and respect for others.
- To ensure all learners are treated fairly, show respect and promote good relationships.
- To avoid giving learners attention and importance for poor conduct.

- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) (refer to anti-bullying policy)

1. Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in schools'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- DFE (2024) Schools Suspensions and Exclusions
- Education and Inspections Act 2006
- DfE (2017) Preventing and tackling bullying
- DfE (2021) Sexual violence and sexual harassment between children in schools and colleges
- Protection from Harassment Act 2017
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

1.2 This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding Policy
- School Complaints Policy
- Positive Handling Policy
- Staff Code of Conduct
- Safe Touch Policy

2. Roles and Responsibilities

2.1 Behaviour is everyone's responsibility and should be a team effort.

Children will be:

1. Ready
2. Respectful
3. Safe

All Staff will:

1. Meet and greet at the door.
2. Refer to the school rules- ready, respectful and safe
3. Build relationships with pupils.
4. Model positive behaviours.
5. Plan lessons that are adaptive, engage, challenge and meet needs.
6. Use a Recognition Board.
7. Be calm and give take up time.
8. Follow up every time, retaining ownership.
9. Never ignore negative behaviour and will give appropriate consequences.
10. Lead restorative conversations with pupils when needed.
11. Award recognition points and house points
12. Spend time with new children explaining the behaviour systems, rules and routines.
13. Give short, planned movement breaks for pupils who need it.

Middle Leaders will:

1. Be a visible presence around the school.
2. Stand alongside colleagues to support learners with behaviour.
3. Stand alongside colleagues in interactions with parents as needed.
4. Regularly celebrate staff and learners who go above and beyond expectations.
5. Encourage positive postcards, texts home and phone calls home.
6. Identify staff training needs.
7. The Inclusion Lead will oversee and monitor positive behaviour plans.

Senior Leaders will:

1. Meet and greet on the playground.
2. Be a visible presence around the school particularly at non-structured times.
3. Regularly celebrate staff and learners who go above and beyond expectations.
4. Share good practice.
5. Develop a Life Skills curriculum which supports learners and develops emotional literacy.

6. Coach staff in supporting learners with more complex or entrenched negative behaviours.
7. Use behaviour data to target and support staff and pupils.
8. Regularly review provision for learners who demonstrate consistent negative behaviour.
9. Evaluate behaviour data to look for common concerns.
10. Lead Behaviour CPD annually for staff and when staff join the school
11. Support staff with regular training where needed
12. Gain pupil voice about their experience of behaviour and feedback on the school's behaviour culture.

Parents will:

1. Take responsibility for the behaviour of their child.
2. Work in partnership with the school and support the school's behaviour policy and procedures.
3. Attend school meetings and events, including 'learning review meetings'.

The Governing Board will:

1. Review the policy.
2. Support the school in maintaining standards, ensuring an orderly and safe environment for pupils and staff.
3. Set the framework for the development of the school's behaviour policy in conjunction with the Headteacher and national guidance.
4. Monitor and review exclusions.
5. Consider representations about an exclusion made by parents/carers of an excluded pupil.

3. Consistency in practice

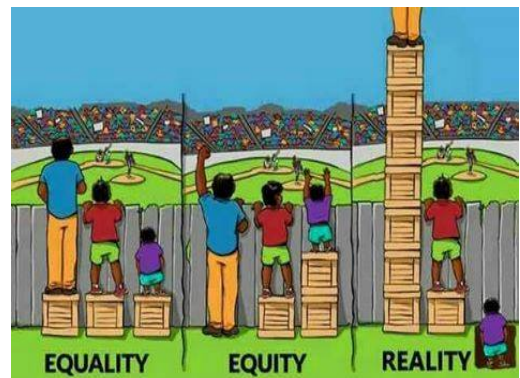
- 3.1 We have a consistent meet and greet every day. Children are met with a smile and a hello from all the adults in their classroom.
- 3.2 Our three rules: 'Ready, Respectful, Safe' are displayed in every classroom and are positively referred to in behaviour conversations and throughout our lives at Heartwood.
- 3.3 We build positive relationships between everyone in our school community.
- 3.4 We plan lessons which are adaptive, engage, challenge and meet the needs of all learners.
- 3.5 We give recognition to positive behaviours.
- 3.5 We are calm and give 'take-up time' when following the steps: being proactive in preventing sanctions.
- 3.6 Adults follow up behaviour every time, retaining ownership and engaging in reflective and restorative dialogue with learners.
- 3.7 We never ignore or walk past learners whose behaviour is unacceptable or displaying distressed behaviours. If children have left their classroom during learning time, we do not engage with them unless we are the adults in that class or if additional support has been sought.
- 3.8 We use silent signals to create a calm and positive environment

4. Positive Recognition

- 4.1 We aim to create a positive and caring environment where pupils are encouraged to reach their full potential. Recognising pupils' achievements and rewarding them contributes to developing their self-worth and raises their self-esteem.
- 4.2 The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is key to developing positive relationships.
- 4.3 Verbal praise is used throughout the school day by all adults. Staff are keen to spot positive behaviours for all children. These behaviours are recognised and specifically named for the children as they are praised.
- 4.4 We also strive to recognise and reward those learners who go 'over and above' our standards and are often overlooked for their **consistently positive behaviour**.
- 4.5 Examples of praise/recognition in this instance may be:
- Recognition points
 - House Points
 - Postcard sent home
 - Phone-call home
 - Email or text home
 - Value certificate (showing a particular Christian value)
 - Hot Chocolate – half termly

It is important that we praise and highlight the behaviour we want to see. As adults we strive to manage our emotions to give the biggest response and attention to the positive behaviours.

- 4.6 We recognise the challenge it may be for some children to go 'over and above' with their behaviour, so all adults aim to recognise where children are making a significant effort towards this and give them small steps, with positive praise along the way, to help them work towards this behaviour.
- 4.7 Praise can be impactful when given in public and influence the behaviour of others however, in some cases, some pupils may not like to be publicly praised. Teachers should use their professional sensitivities about when this is appropriate.



- 4.8 'Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed, and that inclusion is not optional: children have defined entitlements in this area and settings have legal responsibilities.'

5. Sanctions

- 5.1 There are occasions where a consequence is needed for those who breach the three rules.
- 5.2 Sanctions will never be threatened or used as a coercion technique. Children are merely reminded that behaviour has consequences.

- 5.3 Sanctions are delivered calmly after the behaviour event. It is recognised that some children may need a considerable period of time to calm down.
- 5.4 Where possible, the sanction is delivered on the same day as the behaviour incident.
- 5.5 Adults take a restorative approach to the sanction, allowing children the opportunity to reflect on what happened and how things might be different next time.
- 5.6 Alongside this, staff reflect on any necessary adjustments and support that may be needed to best support the child.

6. Suspensions and Exclusions

- 6.1 Suspensions and exclusions are always a last resort and so where possible other appropriate sanctions are taken to avoid this happening.
- 6.2 Amongst other disciplinary sanctions, the school recognises that suspensions of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy.

Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils should only be used as a means of last resort.

- 6.3 We adhere to the statutory guidance in 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' DfE (2024) when considering any exclusions.

7. Behaviour Outside of School

7.1 Conduct outside the school premises, including online conduct, that the school may sanction pupils for include:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a pupil of the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school

For any inappropriate behaviour, there will be a restorative conversation with the pupil and parents/carers will be informed.

8. Reporting

- 8.1 Incidents of behaviour are recorded along with the sanction and restorative conversation using Behaviour Watch or ABC logs and are monitored by the senior leadership team. Incidents of behaviour are shared with parents/carers on the same day.
- 8.2 All incidents of bullying, child on child abuse, racist or sexual discrimination must be reported to the Headteacher immediately. Relevant parents/carers will be informed of any such incidents. The Headteacher will report this to the local authority annually as required.
- 8.3 All incidents of positive handling are recorded and shared with parents/carers.
- 8.4

Staff will
behaviour
one, level 2,

9. Positive

9.1 is the

and
with

Level 1	Level 2	Level 3
Calling out	Ripping up work	Hurting others
Interrupting	Defiance/refusal	Damaging property
Not listening	Personal remarks	Escaping
Talking	Throwing	Bullying
	Leaving class	Racism
	Swearing	Spitting
		Sexualised behaviour
		Theft

categorise
(s) into either level
or level 3.

Handling

Positive handling
positive
application of
reasonable,
proportionate
necessary force
the intention of

protecting a child from harming themselves, others or seriously damaging property. Our concern at Heartwood CE VC Primary and Nursery School is the care and protection for everyone within our school community and restraint may be needed on very rare occasions. We will endeavour to handle every situation with care and responsibility.

- 9.2 Trained staff are authorised to use reasonable physical intervention and have agreed to follow the principles of Norfolk Steps regarding handling children in school. The parents are always fully informed about any situation that arises. Parents sign a copy of their child's positive behaviour plan outlining when RPI may be used.
- 9.3 Restrictive physical interventions will only be used when all other strategies have been considered and therefore only as a last resort. However, there are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency. Restrictive physical intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.

Guiding and Escorting

- 9.4 Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk. A guide should only be performed if absolutely necessary and should be recorded on Behaviour Watch and the appropriate positive handling forms, along with an

explanation of the reasons for it and what other strategies had been tried first. Parents/carers are always informed if a guide or escort has been used.

Restrictive Physical Intervention (RPI)

- 9.5 Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. This is only ever justified in cases of actual harm (as opposed to potential harm).
- 9.6 In all cases, 95% is de-escalation, 5% RPI. Staff are trained in these interventions on a needs only basis, and it is only these staff - as long as they have been authorised by the Headteacher - who can perform such actions.
- 9.7 Any incidence of RPI must be recorded using the appropriate positive handling report form and given to the Headteacher to be recorded on the positive handling log. A risk management plan will be written and strategies developed to support the child and to minimise the risk of further distressed behaviours. Parents/Carers are always informed of any incidence of RPI.
- 9.8 We adhere to the guidance found in the non-statutory DFE document: Use of reasonable force and other restrictive interventions in schools Guidance for schools in England (2025).

Reparative Touch Plan

- 9.9 This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or an arm, rocking gently, hand or foot massage. All plans will be shared with parent/carers for them to sign and agree to.

10. Reasonable adjustments

- 10.1 There will always be occasions when children are distressed and are unable to communicate their emotions and feelings appropriately.
- 10.2 It is school policy to support children to communicate appropriately and understand and manage their emotions and feelings. The school will always include parents and carers and, where possible, children, in any planning or decision-making. The school will also seek help from external agencies, such as education psychology services, where necessary.
- 10.3 Reasonable adjustments will be made for specific children when applying the policy and positive behaviour plans may be used to support additional needs. Positive behaviour plans will be shared and agreed with parents/carers. Advice will be sought from the Local Authority and Inclusion team and other external agencies where appropriate.

11. Monitoring and review

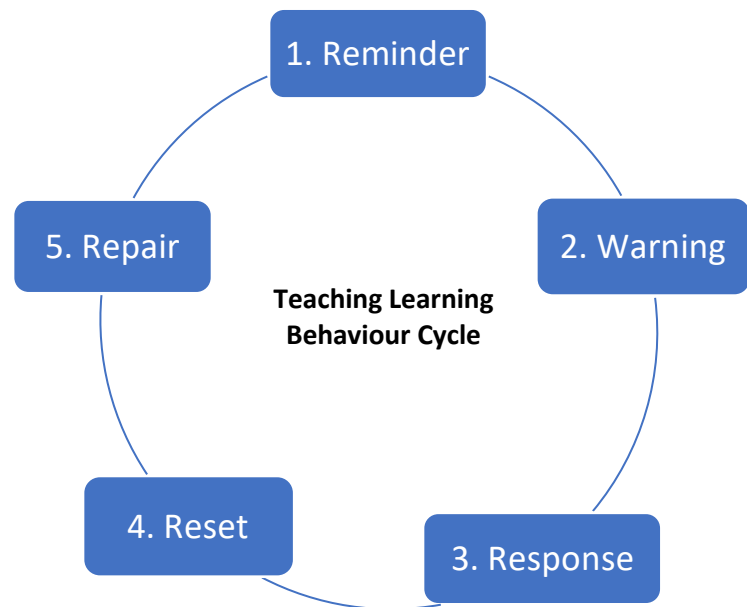
- 11.1 This policy is reviewed annually by the Headteacher, Inclusion Lead and the DSL. The scheduled review date for this policy is July 2026.

Appendix 1: Practical steps for teaching positive behaviour

As adults we can teach pupils positive behaviours. We use a cycle approach based on building relationships where the adult involved takes responsibility for behaviour interventions, seeking support but never delegating.

It is important that negative behaviours are not given more focus or energy than positive behaviours. Therefore, just as we praise in public, we reprimand pupils in private.

The behaviour cycle works in a loop with an adult working through and taking responsibility for the entire loop where needed.



1. The reminder:

Expectations for positive behaviours, based on the three rules, are shared privately with the learner.

2. The warning:

A clear verbal caution is shared privately with the child making them aware of their behaviour and clearly outlining the consequences if they continue. A reminder of good previous conduct is given to prove they can make good choices.

A scripted approach, with little emotion, is used at this stage:

1. Gentle approach, personal and non-threatening
2. State the behaviour that was observed and which rule it contravenes. *I noticed that... That's not following our rule about...*
3. Tell the child what the consequence of their action is or will be. Refer to previous good behaviour as a model for desired behaviour. *I need to see you.... or you will....*
4. Walk away from the child*. Allow them time to decide what to do next. If there are comments, follow these up as appropriate later.

*It is important that we resist endless discussions around behaviour and spend our energy on children who are ready to learn. Staff are advised to avoid questions about behaviour i.e. *Why are you not doing your work?*

3. The response:

After some take-up time, if there are still concerns about negative learning behaviours, return to the child and ask them what will make the difference to them or help them with making positive choices.

4. The reset:

Where negative behaviours continue, the child is asked to speak with the teacher away from the others. With little exception, this should happen within the classroom. At this stage:

1. Boundaries and expectations are reset.
2. The child is asked to reflect on their next step and again reminded of previous good conduct.
3. They are given a final opportunity to follow instructions and to re-engage with the learning.

Where pupils are unable to re-engage or recover their behaviour:

- They will be sent to a neighbouring classroom for a time-out (internal exclusion)
- The class teacher *must* telephone to agree with the receiving classroom that the child coming to the classroom is appropriate.
- If support is needed to settle this child in the new classroom, a duty member of staff can be called. They will stay with the class whilst the teacher escorts the child to the neighbouring class.
- The receiving teacher, and/or the duty member of staff, will refrain from talking about the behaviour, allowing the class teacher to retain ownership.
- This must be recorded on Behaviour Watch and parents/carers informed.
- If a child refuses to engage in the internal exclusion it will result in a 'fixed term exclusion'

5. The repair:

The adult involved will lead a restorative session before the next learning activity. The focus of this is in building relationships. This is an opportunity for not only the child to reflect on their behaviour but the staff member about what further support could help.

The behaviour is discussed through the lens of antecedent-behaviour-consequence.

Antecedent: what occurred before the behaviour/what led up to the behaviour

Behaviour: what happened and for how long

Consequence: what happened as a result and what was the impact on others referring to the three rules.

Script, use when child is calm and regulated

- What has happened?
- What were you thinking at the time?
- How were you feeling? (use zones of regulation to support with emotional literacy)
- Who has been affected?
- How will you repair the harm that has been caused?
- How can you make sure this won't happen again?

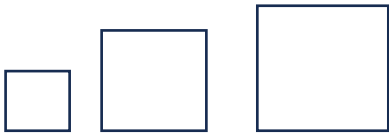
Adapted Script, use when child is calm and regulated

- We need to talk about...
- When you (explicitly describe behaviour) was that a good choice or a bad choice?
If child is struggling, gently ask if it was: kind or unkind/friendly or unfriendly/ fair or unfair/ helpful or unhelpful?
- How do you think...felt when you...?/ I think that...has been upset because...
- At Heartwood we...
- What will make this better?/ I want you to...

Use the cause-and-effect box strategy as a visual aid to support discussion:



How 'big' was the incident?



How 'big' was your reaction? Do they match? How can you react better if this happens again?

*rephrase to make applicable to context and age

Appendix 2: Sanctions

The following is a practical guide to support staff with making decisions about delivering a sanction following a negative behaviour incident. Proactive steps are always taken by the adult to support a child in making positive behaviour choices, thus aiming to avoid the need for a sanction altogether.

During Learning Activities

Disruptive Behaviour

For incidents of disruptive behaviour, the Teaching Learning Behaviour Cycle (Appendix 1) should be followed. Where behaviour is not recovered, the following sanctions are used:

In EYFS:

An immediate time-out away from the rest of the class, of no longer than the child's age in minutes, is used after the behaviour cycle has been followed. Followed by a restorative conversation.

In KS1/KS2:

Removal to another classroom for a time-out is used after the cycle has been followed. Followed by a restorative conversation.

Any learning time missed will be given 'back' at playtime for 10 minutes where the child will complete the work missed. If they refuse work will be sent home.

Physical/Verbal Behaviour

For incidents of unacceptable physical behaviour (e.g. kicking, pushing, biting, throwing) or incidents of unacceptable verbal behaviour (e.g. name-calling) the follow sanctions are used:

In EYFS:

An immediate time-out away from the rest of the class, of no longer than the child's age in minutes. Followed by a restorative conversation.

In KS1/KS2:

A time-out during the next break or lunchtime and a restorative conversation with the lead teacher/HLTA. The behaviour may result in an internal exclusion or suspension dependent on the nature of the incident. The parent/carer will be informed at collection.

Any learning time missed will be given 'back' at playtime or lunchtime for 10 minutes where the child will complete the work missed. If they refuse work will be sent home.

Incidents of Swearing

Teacher will inform the parent/carer at collection time. The following sanctions will be alongside a restorative conversation of positive language to use.

In EYFS: An immediate time-out away from the rest of the class, of no longer than the child's age in minutes. Professional judgement will be used regarding the sanction depending on the context.

In KS1/KS2: A time-out during the next break or lunchtime and a restorative conversation with the lead teacher/HLTA. If directed as verbal abuse towards a staff member or pupil, it may result in an internal exclusion and external suspension.

Teacher will inform the parent/carer at collection time or by phone. If the behaviour is extreme or persistent this may result in a suspension.

During Lunchtime/Breaktime

Positive and safe play will be promoted at all times and rough play discouraged. Games such as chase, pushing, pretend fighting or rough play are not allowed as these can end up unsafe. Play captains will be recruited from each year group to support positive play, set up games and equipment.

Appendix 3: House Points

Every child from Reception to Year 6 will be placed into one of the three Heartwood Houses: Oak, Ash or Beech community. These will be the houses that the children remain in for their time at Heartwood. Each team will compete termly to accrue the most points. The winning team will receive a reward at the end of that term. Rewards may include: a film & snacks, sports afternoon, games afternoon. The winning team will also be awarded the House Cup. When achieving a House Point, pupils will receive a coloured token, that represents their house, and will be able to post it in the Heartwood House token gatherer located by the Headteacher's office.

House Points can be earned through pupils:

- 10 recognition points
- Making a Difference
- Reading 5 times over the week
- Accessed Times Table Rock Stars in the week
- Exceptional attendance

Appendix 4: Silent signals and routines



Stop Signal

Silence and magnet eyes

1 finger: stand up

2 fingers: tuck your chair in

3 fingers: line up

Wonderful walking:

Arms behind backs,
no running for safety

Lovely lining

Facing forwards, one
behind each other,
walking

Appendix 5 – Norfolk Step On Guides, Physical Intervention Techniques and Restrictive Physical Intervention holds

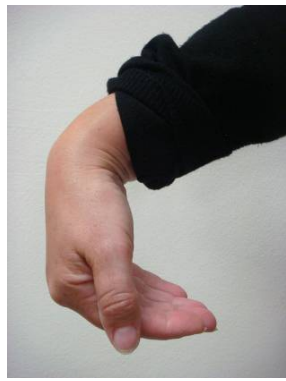
Prior to any guide, a **compliant hand hold** is always offered. Hand holding can offer comfort and reassurance, guidance and safety.



Open hand - flat hand, fingers 'glued' together, thumb away from fingers, palms parallel to floor



Closed mitten - flat hand, fingers and thumb together



The hand should remain in a mitten to avoid/minimise the possibility of gripping.

Offering an arm/ Alternative to holding hands - hip in, head away, sideways stance, arm is offered, student accepts the invite, draw elbow in for extra security



Shoulder hug - hip in, head away, sideways stance, closed hand on each shoulder, communicate intention, use 'de-escalation script' if needed



Arm hug (closed hand) – hip in, head away, sideways stance, positioned behind the elbow, closed hands used above the elbows to maintain safe shape, communicate intention



Guided arm hug (open hand)- hip in, head away, open hands above the elbows, palms parallel to the floor, arm resting across the shoulders, communicate intention, move assertively (prevent kicking / dropping)



Paired guided arm hug (open hand) - hip in, head away, hands parallel to the floor, hands placed above the young person's elbows, walk briskly (prevent kicking, dropping), communicate intent, use 'de-escalation scripts'



Open hand to stabilise and turn – open hand place on the young person's arm above the elbow, safe shape (arm tucked into side), palm parallel to the floor, staff have extended arm, communicate intention, use de-escalation scripts if needed.

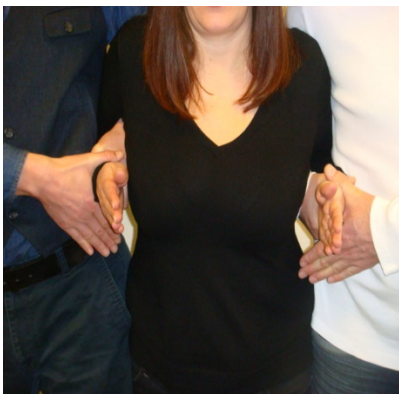
The adult gently 'steers' the young person's arm in front of their body.



RPI:

Elbow tuck - rescue shape - staff arms either side of the young person's arm, both hands thumb on top, young person's shape, staff shape, all elbow tucks can start from this rescue shape

The rescue shape is not designed to be maintained but is used as a familiar shape to return to between transitions.



Elbow tuck - figure of 4 - hips in (slightly behind if necessary), head away, elbows tucked, both hands thumb on top, inside hand goes over young person's arm and holds onto own arm, young person's shape, staff shape



Elbow tuck - lone worker - hip in, head away, far hand, closed hand drawing young person's elbow into their side, near arm either protecting with an open hand or elbow tuck position, arm resting across the young person's shoulders, young person's shape, staff shape

