

Live Life in All its Fullness, John 10:10



Heartwood CE VC Primary and Nursery School

Behaviour and Relationships Policy

Agreed by the Governing Board

Date: July 2026

Review Date: July 2027

1. Legal framework

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
- Education 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 (2026) 'Restrictive interventions including the use of reasonable force'
- Voyeurism (Offences) Act 2019
- DfE (2026) Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- 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
- Keeping Children Safe in Education (2025)
- Prevent Duty (2023)

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
- Mental Health Policy
- Anti-Bullying Policy
- Online Safety Policy

Statement of Intent

At Heartwood Church of England VC Primary and Nursery School, we believe that to help children 'live life in all its fullness' (John 10:10), they need to understand how and why to behave well. Positive behaviour supports learning and helps children become successful, responsible adults who achieve their aspirations.

We aim to create a culture where exemplary behaviour enables productive learning. Everyone is expected to take responsibility for their actions, show respect for others, and contribute positively to our school community. Our focus is on developing self-discipline rather than simple compliance, underpinned by our expectations of being ready, respectful and safe.

Positive relationships are central to life at Heartwood, and we work closely with children, families and professionals to develop behaviour skills for life.

Our Christian values guide our approach:

- **Friendship** – We are kind, welcoming and supportive, including and encouraging others.
- **Service** – We help others and make a positive difference in our community.
- **Compassion** – We show forgiveness, kindness and care, especially to those in need.
- **Responsibility** – We make good choices, take ownership of our actions and learn from our mistakes.
- **Courage** – We challenge ourselves, speak up when something is wrong and stand up for what is right.
- **Respect** – We value everyone as a child of God, listening to others and celebrating our differences.

Aims

- Create a culture of high standards, respect and positive behaviour.
- Ensure all learners are treated fairly and develop positive relationships.
- Encourage learners to take responsibility for their behaviour and its consequences.
- Build a community based on kindness, empathy, care and mutual respect.
- Promote community cohesion through strong relationships.
- Maintain excellent behaviour as the expectation for all.
- Prevent all forms of bullying, including cyberbullying and discriminatory bullying (see Anti-Bullying Policy).

Roles and Responsibilities

Behaviour is everyone's responsibility and requires a consistent team approach.

Children will be:

- Ready
- Respectful
- Safe

All Staff will:

- Build positive relationships with pupils.
- Model and promote expected behaviours.
- Consistently apply school rules and routines.
- Deliver engaging, adaptive lessons that meet pupils' needs.
- Use recognition and praise to celebrate success.
- Remain calm, provide take-up time and follow up concerns.
- Address inappropriate behaviour and apply consequences consistently.
- Use restorative approaches when needed.
- Support new pupils to understand expectations.
- Provide movement breaks and additional support where appropriate.

Middle Leaders will:

- Be visible and support staff with behaviour management.
- Work alongside colleagues and parents to resolve concerns.
- Celebrate positive behaviour and staff achievements.
- Promote positive communication with families.
- Identify training needs and oversee behaviour support plans.

Senior Leaders will:

- Maintain a visible presence across the school.
- Celebrate and share effective practice.
- Develop and monitor behaviour and emotional wellbeing provision.
- Support and coach staff in managing complex behaviours.
- Analyse behaviour data to identify trends and target support.
- Review provision for pupils with ongoing behavioural needs.
- Lead behaviour training and gather pupil voice to inform practice.

Parents will:

- Take responsibility for their child's behaviour.
- Work in partnership with the school and support its expectations.
- Attend meetings and engage with school processes.

The Governing Board will:

- Review and monitor the behaviour policy.
- Support the school in maintaining a safe and orderly environment.
- Ensure the policy reflects national guidance and best practice.

- Monitor exclusions and consider representations from parents/carers where required.

Consistency in practice

At Heartwood, consistency is achieved through shared expectations and routines:

- We greet every child warmly each day.
- We consistently promote our school rules: **Ready, Respectful, Safe.**
- We build positive relationships across the school community.
- We deliver engaging, adaptive lessons that meet the needs of all learners.
- We recognise and celebrate positive behaviour.
- We remain calm, use take-up time and focus on preventing the need for sanctions.
- We follow up behaviour concerns consistently, using reflective and restorative conversations.
- We never ignore unacceptable or distressed behaviour and respond appropriately, maintaining clear staff responsibilities.
- We use agreed silent signals to promote a calm, positive learning environment.

Positive Recognition

We are committed to creating a positive and supportive environment where all pupils are encouraged to achieve their full potential. Recognition and praise help to develop self-esteem, strengthen relationships and promote positive behaviour.

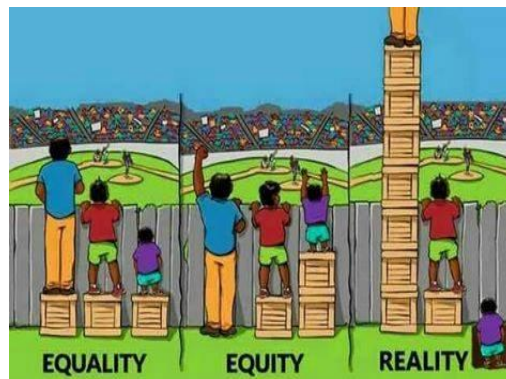
All adults use regular verbal praise, clearly identifying the behaviours being recognised. We celebrate both positive choices and those learners who consistently go above and beyond expectations.

Examples of recognition include:

- Recognition Points
- House Points
- Postcards home
- Phone calls, emails or texts home
- Christian Values Certificates
- Half-termly Hot Chocolate rewards

We model and focus our attention on the behaviours we want to see, using praise to reinforce positive choices. Where pupils find expectations challenging, staff recognise effort, celebrate small steps and support progress towards success. Praise can be given publicly or privately, depending on individual pupils' needs and preferences. Staff use professional judgement to ensure recognition is meaningful and inclusive.

We recognise that inclusion and equality do not mean treating all children the same. We value each child's unique strengths and provide the support and recognition needed for them to succeed.



Consequences

When pupils do not follow the school rules, appropriate consequences may be necessary.

Consequences are never used as threats or coercion; instead, children are supported to understand that behaviour has consequences.

Consequences are delivered calmly, ideally on the same day as the incident, and when the child is ready to engage.

A restorative approach is used to help pupils reflect on their choices, understand the impact of their actions and consider how to make better choices in the future.

Staff also consider any adjustments, support or interventions needed to help the child succeed.

Suspensions and Exclusions

Suspensions and exclusions are a last resort and will only be considered when other strategies and sanctions have been unsuccessful, or where there has been a serious breach of the Behaviour Policy.

A suspension or exclusion may be necessary if a pupil's presence in school poses a risk to the safety, welfare or education of themselves or others.

The school follows the statutory guidance *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England* (DfE, 2026) when making decisions about suspension or exclusion.

Behaviour Outside of School

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.

Recording and Reporting

Behaviour incidents, including consequences and restorative conversations, are recorded and monitored by the Senior Leadership Team. Parents/carers are informed of significant incidents on the same day where appropriate.

All incidents of bullying, child-on-child abuse, racism or sexual harassment/discrimination must be reported immediately to the Headteacher. Parents/carers will be informed, and incidents reported to the Local Authority as required.

All incidents involving positive handling, seclusion and/or internal exclusions are recorded and shared with parents/carers.

Positive Handling

Positive handling is the reasonable, proportionate and necessary use of physical intervention to prevent a pupil from causing harm to themselves or others, or from causing serious damage to property. At Heartwood Church of England VC Primary and Nursery School, our priority is the safety and wellbeing of all members of the school community. Physical intervention is used only in exceptional circumstances and as a last resort.

Staff follow the principles of Norfolk Steps, which emphasise positive relationships, de-escalation and the use of the least restrictive response. Where a pupil has an identified need, a Positive Behaviour Plan or Risk Assessment will outline agreed strategies, including when physical intervention may be necessary. Parents/carers will be involved in the development and review of these plans.

Guiding and Escorting

Where necessary, trained staff may use low-level guiding or escorting techniques to support a pupil's safety or wellbeing. Any use of guiding or escorting is recorded and shared with parents/carers.

Restrictive Physical Intervention (RPI)

Restrictive Physical Intervention (RPI) will only be used when there is an immediate risk of harm and when other de-escalation strategies have been unsuccessful or are inappropriate due to the urgency of the situation. RPI is a protective measure, not a punishment, and is never used to secure compliance.

Only appropriately trained and authorised staff may use RPI. All incidents are recorded, reviewed by senior leaders and shared with parents/carers. Following

any incident, staff will consider any additional support, adjustments or risk management measures needed to reduce the likelihood of recurrence.

The school follows current Department for Education guidance on the use of reasonable force and restrictive interventions and adheres to Norfolk Steps principles and training.

Reparative Touch Plan

This plan is for staff supporting children who have difficulties managing their emotions. Safe, appropriate touch can help calm, soothe, and comfort a child when they are feeling upset, frightened, angry, or sad. This type of support may encourage emotional regulation and a sense of safety.

Reparative touch may include:

- Gentle hand on the arm or back
- Gentle rocking
- Hand or foot massage

All reparative touch will be used appropriately, in the child's best interests, and in line with safeguarding procedures. The plan will be shared with parents/carers for their agreement and signature.

Reasonable Adjustments

Children may sometimes become distressed and find it difficult to communicate their feelings appropriately.

The school supports children to understand, express, and manage their emotions. Parents/carers, and where possible children, will be involved in planning and decision-making. Support from external agencies may be sought when needed.

Reasonable adjustments will be made for individual children as required. Positive Behaviour Plans may be used to support additional needs and will be agreed with parents/carers. Advice from the Local Authority, Inclusion Team, and other professionals will be sought where appropriate.

Monitoring and review

This policy is reviewed annually by the Headteacher, Inclusion Lead and the DSL. The scheduled review date for this policy is July 2027.

Appendix 1: Behaviour Cycle



Repair and Reset

The discussion follows the Antecedent–Behaviour–Consequence (ABC) approach:

- **Antecedent:** What happened before the behaviour.
- **Behaviour:** What happened and for how long.
- **Consequence:** The impact of the behaviour on others and any resulting actions, linked to the school rules.

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

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

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

- They will be sent to a neighbouring classroom for a reset (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 and parents/carers informed.
- If a child refuses to engage in the internal exclusion it will result in a suspension.

Appendix 2: Consequences

This appendix provides guidance on sanctions following negative behaviour incidents. Staff will always use proactive strategies and the Teaching, Learning and Behaviour Cycle to support positive behaviour and avoid sanctions where possible.

During Learning Activities

Disruptive Behaviour

EYFS

- Time-out away from the class for no longer than the child's age in minutes.
- Restorative conversation.

KS1/KS2

- Time-out in another classroom.
- Restorative conversation.

Missed learning will be completed during 10 minutes of playtime. If refused, work may be sent home.

Physical or Verbal Behaviour

Examples include hitting, kicking, pushing, biting, throwing, or name-calling.

EYFS

- Time-out away from the class for no longer than the child's age in minutes.
- Restorative conversation.

KS1/KS2

- Time-out at the next break or lunchtime.
- Restorative conversation.
- Internal exclusion or suspension may be considered

Parents/carers will be informed. Missed learning will be completed during playtime or lunchtime.

Swearing

All incidents will be followed by a restorative conversation focused on appropriate language. Parents/carers will be informed.

EYFS

- Time-out, using professional judgement based on the context.

KS1/KS2

- Time-out at break or lunchtime.
- Internal exclusion or suspension may be considered

During Breaktimes and Lunchtimes

Positive, safe play is actively encouraged. Rough play, pushing, pretend fighting, and unsafe games are not permitted. Play Captains may support positive play and the organisation of games and equipment.

Appendix 3: House Points

All pupils from Reception to Year 6 belong to one of three houses: Oak, Ash, or Beech. Pupils remain in their house throughout their time at Heartwood. House Points are awarded for positive achievements and contributions. Points are collected throughout the term, and the house with the most points receives the House Cup and a team reward.

House Points may be awarded for:

- Achieving 10 recognition points
- Making a positive difference
- Reading five times in a week
- Accessing Times Table Rock Stars during the week
- Exceptional attendance

Appendix 4: Silent signals and routines



Stop signal = Silence and Magnet Eyes

1 finger
behind
running



= stand up, 2 fingers = tuck your chair in and stand it, 3 fingers = line up
Wonderful Walking = Arms behind backs, no for safety.

Classes

always line up in alphabetical order. Children face forwards and walk one behind the other.

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

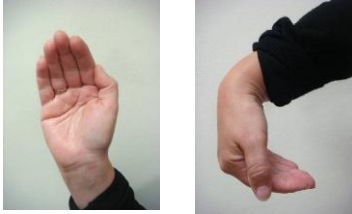
Prior to any guide, a **compliant hand hold** is always offered. Hand holding can offer comfort and reassurance, guidance and safety.



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



Closed hand - flat hand, fingers and thumb together



The hand should remain in a hand 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.

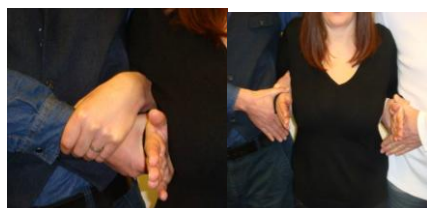
The adult gently 'steers' the young person's arm in front of their body.



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

