



HIGH BEECHES PRIMARY SCHOOL

Behaviour for Learning and Positive Relationships Policy

January 2026

STATEMENT OF BEHAVIOUR PRINCIPALS

At High Beeches School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The purpose of this policy is to create a happy, safe and stimulating learning environment where everyone will be inspired to do their very best and where individuals develop positive, healthy relationships which contribute to their spiritual, moral, social and cultural development.

Our approach to managing pupil behaviour is rooted in our school vision and our core values of respect, responsibility, resilience, kindness, confidence and honesty. These provide a foundation on which to base judgements about behaviour and relationships, and a common language by which to discuss and evaluate.

We follow a therapeutic approach to understanding and managing pupil behaviour and to give pupils the skills and language to understand and regulate their emotions.

Purpose

The purpose of our Behaviour for Learning and Positive Relationships Policy is to enable everyone (pupils and staff) to thrive and to ensure that all pupils feel safe and secure, have their needs met and flourish as well-rounded individuals. We support the children to develop pro-social behaviours, by developing self-control, tolerance and personal responsibility and by developing an awareness of the consequences of their actions on themselves and others.

The success of the policy depends on consistency of approach and everyone in the school community should have the same expectations and approach. In this way, we aim to create an ordered and purposeful environment in which all pupils feel safe, valued and able to invest themselves in learning.

Aims

- To maintain the highest expectations for behaviour, where pupils take responsibility for their conduct and display high levels of self-discipline
- To promote self-esteem and positive relationships
- To promote and develop an understanding of our core values and to enable pupils to apply them to a range of situations both within and beyond the school environment, enabling them to become good citizens contributing positively to school life and to society
- To maintain an environment in which children and adults are encouraged to share their concerns and feel listened to and taken seriously
- To strive to be as inclusive as is reasonably possible, recognising that some children may need may need individualised support with behavioural needs.



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Attitudes and Behaviours We are Seeking to Develop

- to respect and value each other as individuals by developing meaningful, healthy relationships, based on mutual respect and support
- to show sensitivity and empathy towards the feelings and beliefs of others
- to value and acknowledge effort and achievement
- to be courteous and polite
- to be tolerant and forgiving
- to share with and include each other
- to resolve problems calmly and collaboratively
- to respect and take responsibility for one's own and others' belongings and for the school and local environment

Arrangements for Monitoring and Evaluation

The governing body will evaluate annually the impact of this policy by receiving termly data from the headteacher concerning significant recorded behaviour incidents, including those resulting in suspensions and permanent exclusions. This is analysed as appropriate for context and pupil groups, including instances of bullying or prejudice incidents and support provided for both perpetrators and victims.

Consultation

Pupils are consulted on class rules at the start of each year, when expectations for behaviour for learning and conduct in and around school, and the use of rewards and consequences are discussed. The policy is shared with parents who are expected to support it and who sign the home-school agreement.



THE POLICY IN PRACTICE

Class teachers and other adults working regularly with children should always strive to get to know their pupils and to understand their strengths, needs and challenges on both a developmental and a social level. Building a positive relationship based on empathy and respect for one another is the starting point for maintaining and improving good behaviour for learning.

All adults in the school community are expected to consistently model positive behaviour in their interactions with each other and children. Older children are encouraged to set a good example to younger children.

With reference to our core values, staff promote and develop positive learning behaviour by:

- helping children to develop emotional literacy and the ability to self-regulate
- supporting children to develop an idea of their own executive functioning fingerprint and of what this means in relation to their behaviour choices.
- providing a positive climate that aims to develop intrinsic motivation through positive reinforcement and praise, rather than criticism and sanction
- setting high standards of speech, conduct and dress
- encouraging pride in the school and in each other
- celebrating difference and the importance of acknowledging and meeting individual needs, whilst maintaining high expectations for continuity and consistency

Dealing with Unacceptable Behaviour

Class teachers and other classroom-based staff build positive, trusting relationships with their pupils and are uniquely positioned to support and positively influence the children in their care. For this reason, the majority of issues should be dealt with by the class teacher or other member of staff who knows the pupil well. Where a child is hurt or upset, adults should attempt to quickly ascertain the context and nature of the behaviour (what happened and why?), before deciding on a course of action to repair and restore the situation. Where behaviour concerns are more persistent or serious, they should be referred to the Phase Leader and SENCO who will support the class teacher by working with the pupil and, where appropriate his/her parents, to improve the behaviour. Serious incidents (such as fighting, bullying or prejudicial behaviour) should be referred to the Headteacher or Deputy. Once investigated, these will usually be recorded and parents will usually be involved as part of a protective and/or educational consequence.

Responding to a Child in Crisis

We aim to resolve incidents as soon as possible, whilst recognising that some children may need time to calm down before doing so (it can take 20-30 minutes for the adrenaline to fully leave a child's body). Once the child is calm and ready to reflect, repair and restore then the experience should be re-visited by re-telling and exploring the story with a changed set of feelings. When dealing with an incident adults will remain calm, demonstrating this through open body language and a normal tone and volume of voice. The following de-escalation script is used to help to support such conversations:

- ✓ Child's name
- ✓ I can see something has happened
- ✓ I am here to help
- ✓ Talk and I will listen
- ✓ Come with me and...
- ✓ Thank you for...



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Physical Intervention

Members of staff should only physically intervene to prevent a child injuring themselves or others, or causing damage to school property. Physical intervention is rarely required and may occasionally be used as part of a personalised approach to support an individual child where the need dictates (and seeking advice and training from other agencies as appropriate). Should it be necessary, staff members should always seek assistance from another adult. A member of the Senior Leadership Team should be informed as soon as possible, the incident should be recorded on Arbor and their parent/carer should be informed. For further information, see the Reducing the Need for Physical Intervention Policy.

Rewards

We strive for outstanding behaviour and endeavour to foster in our pupils the importance of making good choices and to develop in them an intrinsic motivation to do the right thing. To do this we regularly celebrate and reward demonstration of our values through a variety of strategies:

- Stickers
- Positive comments
- Specific praise
- Comments in reading records
- Positive verbal praise
- Nonverbal recognition e.g. thumbs up
- Sharing work with the class
- Displaying work in communal areas
- Direct praise to the parents / carers at the end of the day
- Sharing work with parents / carers
- Sharing work with another adult
- Sharing work with a member of the Senior Leadership Team

In addition, the following rewards are used in a more formal way:

- Headteacher awards - every week to two pupils in each class who have demonstrated excellent learning behaviours or those which exemplify our core values

School and Parent Partnership

A positive working relationship between schools and families is critical in ensuring that children are well supported at home and school and we hope that, by building such relationships, parents will be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Parents are requested to support the school's behaviour policy and to indicate this through signing the home-school agreement.

Where the behaviour of the child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. Early warning of such concerns should be communicated to the Phase Leader and Senior Leadership Team, so that strategies can be discussed and agreed before more formal steps are required.

Emerging concerns should also be communicated to their parents/carers as soon as possible. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.



Consequences

- When considering consequences, we should remember and emphasise the vision and ethos of our school and the core values that guide our behaviour.
- Where there is dispute or doubt about reported events, these should be investigated to establish at least the balance of probabilities (the civil standard of proof) and any consequences should be reasonable, fair and proportionate.
- It is vital that we use a consistent framework for dealing with any behaviour that is not prosocial. All staff must apply the same criteria in dealing with issues following a simple step-by-step guide.
- Whilst consistency is of crucial importance, we also recognise that some pupils may have a particular challenge with behaving appropriately, in the same way another child may experience challenges with learning to read. In these cases, it may be necessary to approach the behaviour of such children in a different way, in effect modifying our policy.
- A therapeutic approach will be used with tools such as roots and fruits and anxiety mapping (see Appendix A and B). Working in partnership with the parents/carers and the child are vital. If external specialists are working with the child, they will advise the school staff regarding appropriate modifications to our policy;
- If deemed appropriate, there may be an Individual Management Plan/Behaviour Plan (Appendix C) in place for the child. This will be devised and shared with staff, parents and the pupil, where appropriate. It may also be appropriate to complete one or more of the following:
 - Risk Management Plan (RAMP), if the child is a risk to his or her self and/or others (Appendix C);
 - Safety and Support Plan (SSP), if the child is a risk to others;
 - Early Help Module (EHM) if multi-agencies are involved with the child;
 - Pastoral Support Plan (PSP), if the child is at risk of exclusion;

Consequences for Unacceptable Behaviour

Lower level behaviours will be dealt with in class by the class teacher and children will receive educational consequences for their actions commensurate to the level, frequency and type of behaviour. We will ensure that consequences are always fair, certain, logical and focus on the inappropriate choice being made by the child.

We understand that children may not always make the right behaviour choice and that such behaviours may be conscious or subconscious. Adopting a therapeutic approach, adults should try to find out why an inappropriate choice has been made and coach the children to understand what a better choice may be. This process may be supported, where appropriate, by 'Roots and fruits', 'anxiety mapping' or other tools.

Should the frequency or severity of the unacceptable behaviour increase, class teachers should seek the help of their Phase Leader, the SENCo or other members of the leadership team, who will advise on strategies to support the child to improve his or her behaviour, and should discuss their concerns with the child's parents. At this stage the severity of consequences may increase, including more regular involvement of the Phase Leader in consequences themselves (such as time out) as well as in support and reward (such as monitoring and rewarding good behaviour against agreed targets).

For serious breaches of safety or discipline and for persistent lower-level disruption, more significant consequences will be applied. These range from removal of privileges and internal suspension, to lunchtime suspension, suspension for half, whole and multiple days, and permanent exclusion. Such incidents will be recorded on Arbor and will normally be reported to parents.



Reflection

Procedures are in place for supporting and debriefing the child after any significant incident, as it is essential to safeguard their emotional well-being and to help them reflect and progress and reinforcing that 'it is okay to make mistakes as long as you learn from them'. This may include use of tools such as social stories, role-play with puppets, dolls, comic strip cartoons etc.

The Use of Suspension and Permanent Exclusion

The decision to suspend or permanently exclude a pupil is taken by the headteacher (or senior member of staff acting on his or her behalf, in his/her absence) after giving careful consideration to the pupil's and wider context, and to ensure that other pupils and teaching staff are protected from disruption and can learn and thrive in a *calm, safe and supportive environment*.¹ In the case of suspension or exclusion for persistent lower level incidents, it is considered as a last resort, where other forms of support have not had sufficient impact. In addition to the principals and practice set out earlier in this policy, the following points are noted:

- When establishing the facts in relation to a suspension or permanent exclusion, the headteacher (or senior member of staff acting on his or her behalf, in his/her absence) will apply the civil standard of proof/the balance of probabilities.
- Where a child is identified as at risk of repeated suspensions or of permanent exclusion arising from repeated lower-level incidents, relevant school staff will meet regularly to explore and monitor appropriate support and, where possible, parents will be informed.
- Where patterns of behaviour are repeated or increasing, in addition to other forms of support, it is likely that a child will first receive an internal suspension before a suspension is given. This may help to demonstrate the severity of an incident and the importance of changing the behaviour.
- An internal suspension is when a child will spend half a day, a full day or a number of days with the Headteacher or Deputy Headteacher, or in another class. It is also likely that they will not have normal playtimes with their peers.
- Parents will always be informed that an internal suspension has taken place and of the potential risk of suspension or permanent exclusion.
- The decision to permanently exclude may arise from a particularly serious single incident or may come about after a series of suspensions that have had limited or no impact in improving a child's behaviour and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or that of other pupils or members of staff.

Roles and Responsibilities – Incident Resulting in Suspension or Permanent Exclusion

All staff share a responsibility for implementing this policy. The **headteacher** will report to the governing body on its impact. She/He will:

- carry out an investigation to identify the reasons for serious behaviour incidents, applying the civil standard of proof;
- address any discriminatory behaviour and ensure that prejudicial incidents and bullying are reported to the Governing Body.
- inform the pupil's parent(s) or carer of serious behaviour incidents and the consequences, the period of any suspension, and when permanent exclusion is judged to be necessary;
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee; how further representations may be made, that they

¹ *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, DFE, August 2024



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are responsible to ensure their child is not found in a public place, and on what alternative education will be provided;

- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a suspension converted to a permanent exclusion; (b) a suspension of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam; and



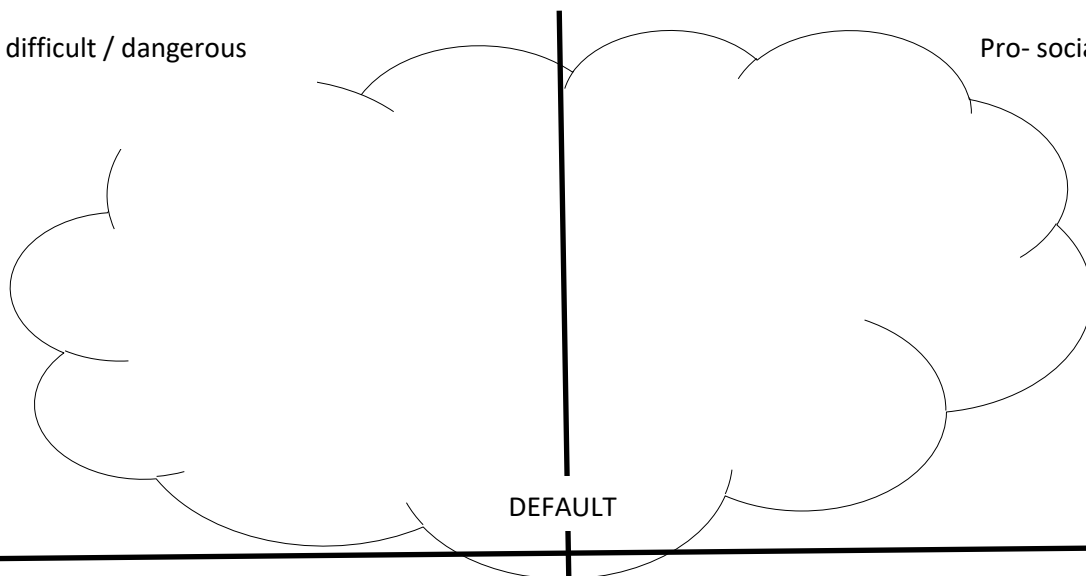
APPENDIX A

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours



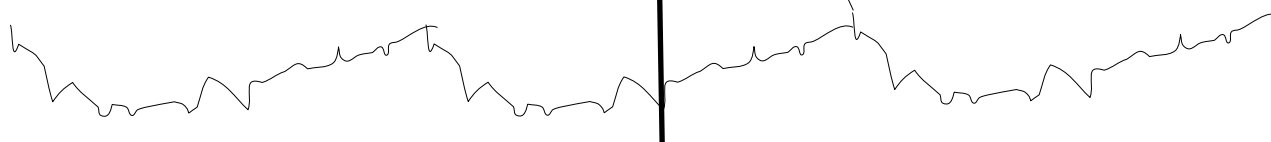
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Anti-social / negative feelings

Pro-social / positive feelings

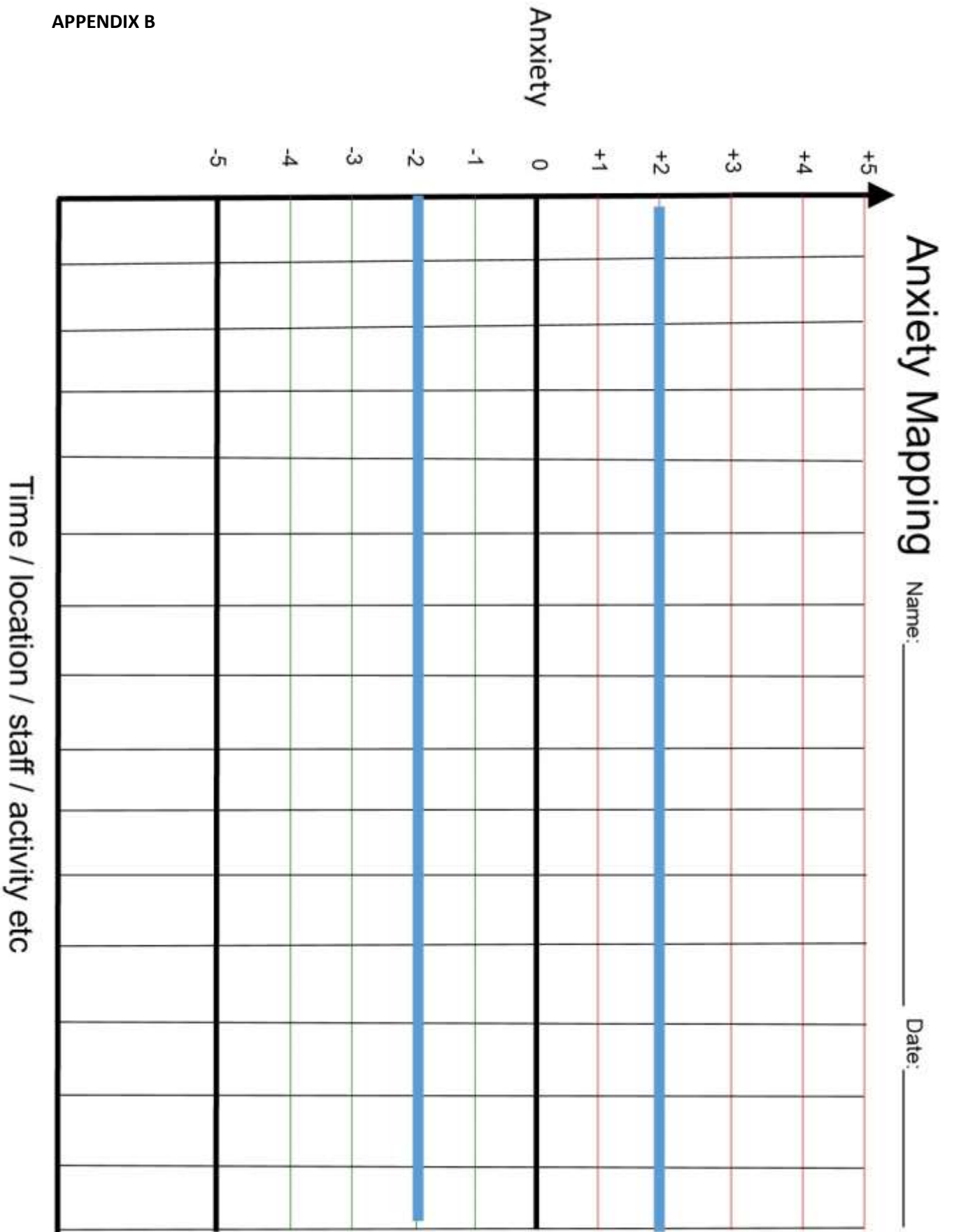
Anti-social / negative Experiences

Pro-social / positive experiences





APPENDIX B





APPENDIX C Individual Risk Management Plan (1)

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page.



Individual Risk Management Plan (Doc 1)

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....