

# Padfield Community Primary School Behaviour, Relationships and Rewards Policy 2025-2026



Approved by:	Full governing body
Date:	September 2026
Frequency of review:	Annually
Next review by:	September 2027

This policy has been formulated in accordance with section 89 of The Education and Inspections Act 2006 and Behaviour In School Advice (DFE) July 2022. 'Good Behaviour in School's is central to a good education - Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress' (DFE Behaviour in School's 2022).

## **Aims of the Policy**

The policy is based on the principle that all members of the school community are expected to demonstrate respect for each other and their environment at all times. We aim to provide a positive atmosphere and learning experience for all pupils that will provide them with a broad educational and social foundation for life. This policy focuses specifically on the expectations of pupils within the school.

## **Aims and Values**

Our school aims to provide a happy and secure environment for all those who learn, visit or work here.

We believe that we should:

- Provide opportunities for life-long learning.
- Give pupils the tools to build and foster positive relationships.
- Be learners together, on behalf of one another and for one another.
- Be a fully inclusive school where the curriculum is designed to everyone's individualised learning journey.
- Provide a "can do" culture, where learners thrive on high self-esteem and confidence.
- Have high expectations of all learners.
- Provide a classroom and outdoor environment that supports learning.
- Work in partnership with the community and integrated services.
- Communicate and openly discuss with integrity and trust how we provide quality learning.
- Ensure a balanced work and school life for all.
- Ensure the development of the whole individual.

At Padfield we adopt 3 main rules:

## **Rules**

- We are Ready
- We are Safe
- We are Respectful

The table below shows examples of behaviours to show that we are Ready, Safe and Respectful:

Ready	Safe	Respectful
Sitting in our seats Having our equipment ready for learning Waiting for the next instruction Being ready to learn	Having kind hands/feet Telling an adult if something is worrying us Stopping if asked Walking through school / Entering and leaving the hall quietly	Listening to the adult Following instructions Putting our hands up Looking after resources

## Behaviour Strategies

At Padfield, staff know that pupils' behaviours are methods of communication and recognise that it is up to the adult to try to understand the reason for the behaviours. Our school uses a range of strategies to support children in being 'Ready, Safe and Respectful':

- Meeting children at the door
- Layout of the classroom
- Learning opportunities will be ready for pupils to complete
- Resources will be ready for learning, well organised and tidy
- Staff will position themselves so that they can have an awareness of all children
- Use non-verbal cues
- Give short, simple instructions
- Looking beyond the behaviours and allowing processing time and exploring 'What is the child trying to communicate?'
- Use of resources such as fidgets/focus tools (which will be provided by the school)
- Adults in school will model 'Ready, Safe, Respectful' behaviours
- Making the extra-ordinary out of the ordinary (positive reinforcement)
- Whole school assemblies - values are discussed and applied to our everyday lives and in our relationships with one another

We believe that building authentic positive relationships is crucial for pupils to feel safe and happy in school. If a relationship breaks down for whatever reason, it is up to the adult to repair the relationship.

Our pupils and staff are considerate of each other and their surroundings and always behave in a positive way.

We ask parents to also model expected behaviours to and for their pupils e.g. on the playground, in the school entrance and during events in school.

In school we:

1. Praise another child who is doing right
2. Use adults in the environment to check in with pupils who seem disengaged
3. Make eye contact (where appropriate)
4. Give non-verbal cues
5. A verbal reminder of our 'Ready, Safe, Respectful'
6. A discrete talk (eye level) with the child to establish the behaviour that is unacceptable and which of our rules it contravenes. Use our 'At Padfield/ At our school, we are Ready/Safe/Respectful and the behaviour you are showing is not, remember when you showed 'expected behaviours' (with an example of said behaviours), if your behaviour doesn't change and you continue (describe behaviours) I will need to talk to you again, please make the right choice' and move away.
7. A talk outside the classroom with the child. The pupil is spoken to by the adult away from others. Boundaries are reset and learner is asked to reflect on their next step. They are reminded of their previous positive conduct/attitude/learning.

'I have noticed that you are (describe behaviour/s) and not showing our rule of Ready/Respectful/Safe, after a warning you have chosen to continue to (describe behaviours). Do you remember when (describe when child chose to do the right things linked to the behaviour/s). That is who I need to see today, thank you.' Pupils may need space and time to process and regulate.

8. We may move a pupil's place within the classroom to support the child in regulating and giving them the best opportunities. After the session, the adult and pupil involved identify the problem and are reminded of the expectations 'Ready, Safe, Respectful' and then use the restorative practice sheet/guidelines.
9. If a restorative practice sheet/guideline tool has been used, adults will notify SLT and inform parents either in person, on the phone or via Class Dojo and a negative dojo is given.

**Whenever possible we 'praise in public, reprimand in private.'**

Non-confrontational responses are always used: 'Are you ok?' 'How can I help you?' 'Is everything alright there?'

The adult that is supporting the pupil with the behaviours they are demonstrating, administers the restorative conversation (where possible). This should not be passed onto another adult, unless needed.

Adults are always honest in their approach e.g. Pupil 'You cant make me!', Adult 'I can't but I would like you to make the right choice.'

We recognise that some pupils, particularly those with additional needs, may require adjustments to the Relationships, Behaviour and Rewards policy to ensure it is fair and supportive. Tailored strategies, individual support plans or external agency involvement may be implemented to meet their specific needs.

### **Restorative Practices**

When positive relationships are developed and connections are made, pupils are less likely to move away from being 'Ready, Safe and Respectful'. Good 'RSR' is the shared responsibility of all adults that work in school. We know that if we expect the pupils to behave well, the adults in school must model this too.

We strive to avoid: • humiliation • shouting • over reacting • blanket punishment • harsh sarcasm • threatening pupils with someone else's discipline • using an area of the curriculum as a punishment • removing privileges.

Pupils are therefore encouraged to take responsibility for their own actions and behaviours; as well as consider the impact of their actions and behaviours on others. Pupils who follow the rules must have their actions acknowledged and rewarded.

Questions: What's happened? What were you thinking or feeling? How do you feel now? Who has been affected? What needs to happen to put things right? Next time I will ...

Adults will take responsibility for leading restorative meetings and SLT will support when requested.

### **Dysregulated behaviours**

If pupils demonstrate any of the behaviours below, a restorative conversation will happen with the person who has given the negative dojo. This is shared with parents via a phone call home/conversation with the parent/carer at home time or the Class Dojo app. These are can be one off behaviours or can be repeated behaviours that go against our 3 rules – Ready, Safe and Respectful.

- Hurting peers or adults
- Refusal to follow adult instructions
- Disruption of routines
- Throwing objects
- Swearing
- Continued behaviour of not being ready, respectful or safe.

If this behaviour continues, a weekly behaviour grid is filled out by teaching staff (see appendix 2) to see if there is any patterns in behaviour to try and identify any triggers/times etc and to explore what the root cause is.

Behaviour Logs are maintained through CPOMS (Child Protection Online Monitoring System). Adults in school record incidents of inappropriate behaviour. This log is monitored by the SLT who will work alongside the class teacher and teaching team to put in place strategies to support children in being 'Ready, Safe and Respectful' which may include:

- Phone Call/Letter home to parents/carers
- Meeting with parents
- Setting up an Inclusion Support Plan/Risk assessments
- Support through external agencies such as Inclusion Service Advisory Team/Teacher (ISAT)

Incidences of dysregulated behaviours are dealt with in a fair, respectful and appropriate way, with the key focus on finding the root cause, pupils understanding the impact of their behaviours, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with a child's behaviours is to give everyone involved a chance to have their say and become actively involved in the process.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. Some pupils with social, emotional or mental health difficulties require time to regulate or calm down and this is an important part of developing a child's self-management/self-soothing skills. 'Reflection time' can be offered to pupils before an incident is dealt with.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from removal of unstructured times, time with Key stage leaders, Deputy Headteacher or Headteacher for a temporary internal/external suspension. In these circumstances, phone calls will be made to parents. External agencies may need to become involved for behaviour monitoring and support. For any suspensions, we follow DfE guidelines.

Suspension is at the discretion of the Head Teacher/SLT.

If patterns of extreme behaviours continue, after all external agency support, and the behaviours still continue, the head teacher may decide that a permanent exclusion is warranted, again the school follows Derbyshire County Council and DfE guidelines.

## **Rewards**

Positive behaviour is reinforced instantly through a smile, a high-five, a quiet word or public praise. We believe rewards should be meaningful. Rewards can be earned as individuals and as a group. Below is a list of agreed positive rewards.

- **Dojo points:** These rewards are earned to reflect class and school values; pupils earn points as an individual and as a class. These dojos are sent to parents directly via the Class Dojo app. This is instant feedback for parents on positive behaviours seen in school. If a child receives 15 dojos in a day they receive a gold sticker to reflect their

excellent behaviour. Classes may have different rewards for set amounts e.g. 50 dojos results in a pupil being able to change their dojo character.

Once pupils have received 40 golds, (or 600 cumulative points) they will receive a bronze badge, 80 golds (or 1200 cumulative points) they will receive a silver badge and 120 golds (or 1800 cumulative points) pupils will receive a Gold badge which they can wear in school and is presented in assembly.

In EYFS, children will earn gold for 10 points, in line with their counting skills.

- **Class Dojo class points:** These rewards are given for examples of good behaviour and learning behaviours: kindness, good manners, excellent work ethic, listening and consideration either as an individual or as a group etc. Once an agreed amount is achieved, the whole class are rewarded with an appropriate class treat, as agreed by the teacher and class. These may be DVDs, parties, extra playtimes etc. (Some classes may use other whole class awards, e.g. corks in a jar as a visual whole class reward for the younger children.)
- **Star of the week:** At the end of the week the class teacher chooses the Star of the week. A certificate is awarded by the teacher to their star during the celebration assembly on a Friday.
- **Head teacher's award:** This award is given to a child who demonstrates our school values. This could be given for an in or out of school achievement and it is given in our celebration assembly on a Friday.
- **Lunch time award:** Each mid-day supervisor awards a child a certificate for displaying good behaviour at lunch time/following the school values. These certificates are awarded in our celebration assembly on a Friday.
- **Stickers and stamps:** Each teacher may provide pupils with 'extra' stickers for good work and behaviour. We encourage pupils to talk about why they received the sticker.

### Lunch Time

The same high standards of behaviour are expected from pupils at lunch times. Lunch staff will praise pupils for good behaviour/can give a sticker and will employ similar strategies to reward good behaviour. Lunchtime staff will also use restorative conversations and have access to the conversation paperwork.

The Headteacher or Deputy Headteacher or member of SLT are always available to support lunch staff (if necessary).

### **Monitoring**

- Extreme behaviour will be logged on CPOMS as a behavioural note. This will be completed by the class teacher who has given the negative dojo or the headteacher or deputy headteacher. This is also shared with governors during meetings.
- Weekly records to be given to and monitored by the SLT and patterns of behaviour for individuals causing concern completed (See appendix 1) to look for patterns.

This policy will be reviewed every year by the governing body. Regular monitoring of behaviour patterns and management is undertaken by all classroom staff and issues that require policy adjustments will be brought to the attention of the head as they arise. It is important for all members of the school community to support this policy and whenever individuals feel that the policy is not effective or appropriate this must be highlighted to the management team. Pupils will be actively engaged in reviewing this policy and the rules applied in school. This will occur naturally through classroom debate, for instance with regard to class rules and more formally through PSHE lessons and involvement with the school parliament. The head teacher's report to governors tracks the amount of pupils needing this intervention.

**Links to other policies**

- Anti-bullying
- Child Protection and Safeguarding
- Positive Handling
- SEND policy

**Appendix 1**










**Weekly Behaviour Record Sheet**

Class..... W/C.....

**Behaviour Key:** violence to a child – **VC**, violence to an adult– **VA**, verbal abuse – **VA**, swearing – **S**, non-compliance – **NC**, Other - **O**

	8:45 - 9:00	9:00 - 10:15	10:15 - 10:30	10:30 - 11:30	11:30-12:00	12:00 - 1:00	1:00-2:00	2:00-2:45	2:45-3:15
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

# Restorative conversation template

Repairing when things go wrong		
Past 	What happened 	
	What were you thinking or feeling? 	
Present 	How do you feel now? 	
	Who has been affected? 	
Future 	What needs to happen to put things right? 	
	Next time I will... 	

**What happened?**

**What were you thinking or feeling?**

**How do you feel now?**

**What needs to happen to put things right?**

**Who has been affected?**

**Next time I will...**

## **Scripts to use in class**

'Are you Ready, Safe and Respectful?'

'At Padfield/ At our school, we are Ready/Safe/Respectful and the behaviour/s you are showing is not, if your behaviour (describe behaviours) doesn't change I will need to talk to you again, please make the right choice'

'I have noticed that you are (describe behaviour/s) and not showing our rule of Ready/Respectful/Safe, after a warning you have chosen to continue to (describe behaviours). Do you remember when (describe when child chose to do the right things link to the behaviour/s). That is who I need to see today, thank you.'