



Part of Synergy Multi-Academy Trust

# Behaviour & Relationship Policy

(Revised 11<sup>th</sup> September 2025)

At Mattishall Primary School we aim to provide a consistent and effective approach to managing and encouraging positive behaviour in a happy and safe school community, where children enjoy and understand their learning. We aim to ensure that children understand the connection between behaviour and learning.

We acknowledge that all behaviour is communication and aim to create a safe and secure environment where children can develop positive relationships with their peers and adults and recognise how they are feeling, through an understanding of The Zones of Regulation.

We aim to motivate children into doing the right thing, taking responsibility for their actions when their behaviour may become dysregulated. If this happens, we aim to help them to by using restorative approaches.

## Policy Statement

Our school provides a safe, caring environment and this is best achieved by all members of the school community treating each other with courtesy and respect. We recognise that school plays a vital role in teaching positive behaviour.

## Aims - "Paws for Thought"

 Play Fairly

 Act Kindly

 Work Hard

 Speak Politely



These aims are displayed prominently throughout the school.

## **A Positive Approach**

Staff have a positive approach to school discipline. We encourage self-discipline through discussion and modelling, with an ultimate aim to develop children's self-esteem. Positive behaviour is taught and reinforced and we ensure that rules are adhered to. We give verbal praise wherever possible. We have consistent reward systems in place to recognise positive behaviours that we wish to promote.

## **The Child's Role in the Development of Positive Behaviour**

At the beginning of the academic year, each class agrees collectively a set of class rules known as a '**Working Agreement**', which are then displayed in the classroom. These are reviewed throughout the year when necessary. Children are expected to behave in an acceptable and positive manner. They are expected to take responsibility for their own behaviour and to inform an adult promptly if they are concerned about other children's behaviour. Children who are involved in inappropriate behaviour are encouraged to use conflict/resolution methods and are supported by staff to do this.

## **S.W.A.T**

The children have created their own protocol explaining what to do when somebody is doing something that they don't like in school. The children review this protocol regularly. This S.W.A.T. protocol is displayed around school to encourage children to take ownership, giving them a step-by-step guide of what you should do. The protocol is:

Say, "Stop it. I don't like it when....."

Walk away

Report any incidents to an addult who works in school as soon as possible.

Tell Mr Chapman or Mrs Findlay

**Say, Walk, Adult, Tell (S.W.A.T)**

## **Whole School Systems for embedding Positive Behaviour**

### **Life Skills:**

The school has a clear Life Skills/RSHE curriculum across the school, which is updated in line with changes in DfE guidance. This includes teaching and learning about caring friendships and respectful relationships. Class discussions happen regularly when the class gather together to share news, discuss matters of interest and consider rules/codes of behaviour etc. It provides opportunities for individuals or groups to celebrate successes and raise concerns. This may also link in to things that are happening with School Council, Friendship Squad or Eco Ambassadors.

### **The Zones of Regulation:**

The Zones of Regulation is an approach used throughout the school. This supports the development of self-regulation. All the different ways people feel and the states of alertness they experience are categorised into four coloured zones; blue, green, yellow and red.

Children will gain skills in consciously regulating their feelings which leads to increased control and problem-solving abilities. Children who are well regulated can be in the appropriate zone at the appropriate time. Children learn how to use strategies or tools to stay in a zone or move from one another.

It is a core belief that all the zones are okay and that children should be able to understand how they are feeling and why they are feeling in such a way but actively be able to do something to support themselves, which may involve engaging with others, whether this be peers or adults. Likewise, it may involve them taking themselves away from a situation.

We inform parents/ carers about The Zones of Regulation, to give them a much deeper level of understanding, in the hope that this is something that they may repeat within the home setting in managing and understanding their child's behaviour.

## **The Silent Signals:**

### **Classroom management and gaining the children's attention**

These signals are:

- **Team stop** - one hand, flat palm raised in the air
- **Turn to your partner (TTYT)** - two hands, open gates, ask question then close gates
- **My turn, your turn (MTYT)** - two hands pointing to your chest, then gesture to the children with both hands when it is their turn
- **Magnet Eyes** - point with two fingers at both eyes and scan the room
- **1,2,3 signal** - using fingers to count silently to transition from one activity to another.

The '**Team stop**' signal is also used to indicate the end of breaktime / lunchtime or when an instruction needs to be given during PE and Sports activities.

## **School Council**

Two or more children are elected to represent each class from Years 3 -6. In School Council meetings representatives will discuss issues raised from class and suggested ways forward with a member of staff. Suggestions from these meetings are considered by the Deputy Headteacher and staff and acted upon whenever possible.

## **Celebrating Success**

Rewards are given for effort, achievement and for helpful behaviour or kindness.

Rewards may include:

- Verbal praise
- Certificates
- Reader/Speller of the week
- Star of the Day
- A note from the Headteacher to take home
- A positive note home via email
- Star moments including sporting achievements from outside school

Each class has a reward system for collaboration and **whole class reward**, where tokens of one kind or another can be collected. (This may take the form of marbles / pom poms in a jar, etc.) When the container is full then the whole class get a reward - this may be an extra playtime, a film and popcorn - in negotiation with the class teacher.

### **Individual Tiered Reward System:**

Every child has their own reward card, starting with **BRONZE**, which they collect rewards on. Initially they need to collect 50, which can be awarded for excellent work or good behaviour etc. When this has been completed this is taken to the Headteacher, who will then reward them for this with a certificate in Assembly. They will then move up to **SILVER**. This repeats, moving to **GOLD**, then **PLATINUM**. Celebrating success may be individually tailored to reflect the needs of specific children with SEND.

### **Lunchtimes/ Break times**

The KS2 children form a Mattishall Primary School Friendship Squad. This comprises of 2 leaders who take responsibility for appointing squad members by interviewing individuals who apply for the job. The leaders also help to organise a half termly rota. The squad supports low level disagreements and helps children who are finding it difficult to find someone to play with. We also have children who act as Reception monitors, who support the younger children at lunchtimes.

### **Sanctions**

A high standard of behaviour is expected at all times in school so that progress can be made and **all** children have the opportunity to learn and play safely. Children can expect to face consequences for not following the school's expectations of behaviour.

- A polite reminder/warning/minor sanction with reference to school aims or class working agreement/rules.
- Spend a short period in class at the end of a lesson in response to minor infringements of positive behaviour, which may include missing some break or lunch time to complete work or reflect on a situation.
- Reflection time may look different for different children - some may have 'time out' within their classroom setting, some may have time out in another classroom, some may have time outside the staffroom area or ELSA room, supervised by staff.
- Serious misdemeanours or continuous inappropriate behaviour may require a period of time out/reflection time. Under these circumstances, a child is directed to complete work away from their peers, but under the supervision of another adult. If persistent, this is recorded on CPOMs. Parent/carers are informed if this occurs frequently.
- A Visit to Headteacher: a child may be sent to see the Headteacher to discuss any unacceptable behaviour at the discretion of any member of teaching or non-teaching staff. (In absence of the Headteacher the Deputy Headteacher).
- A Record of Concern will be completed by staff after incidents/discussions and recorded on CPOMs.
- When a child's behaviour falls short of an acceptable standard on a persistent or serious basis, the school contacts parent/carers and we work in partnership to address any underlying issues and to offer support to the child. Referrals are made to outside agencies when relevant.

- Individuals may be placed on a report card which is seen daily by the Headteacher or Deputy Headteacher.
- Individual behaviour plans are written when necessary.

Sanctions may be individually tailored to reflect the needs of specific children with SEND.

## Suspensions and Exclusions

Exclusions will only be used as a last resort. The Headteacher may impose a suspension or exclusion if a pupil fails to respond to sanctions outlined above. These are only imposed only if behaviour persistently undermines the good order of the school and disrupts learning to a serious extent, or involves serious verbal abuse, threatening behaviour or physical violence to persons or property. In this instance we would refer to the guidance set out in:

*DfE - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023*

In all cases of exclusion, the school considers options for supporting the pupil and the school will contact the Counties Inclusion Team for support and advice. However, if the pupil fails to respond to support and to periods of fixed term exclusion, the Headteacher has the right to impose permanent exclusion.

## Using Staff Support

Staff are all made aware of children that may present with behavioural issues and have a consistent approach to handling such children. When a child is upset, frustrated or angry any adult employed as a school member of staff can provide support to resolve the child's problem. Records of concern should be completed via CPOMs, what has happened and how it has been dealt with.

Staff are encouraged to use de-escalation techniques to support pupils' behaviour. Part of this is referring to our 'Zones of Regulation' and talking in a measured and calm way to individuals. It may be that certain children have specific behaviour plans, requiring them to have a safe space or time out. Teachers may pair up with staff in another class to enable this and seek support from each other. It may be necessary to train or 'alert' staff to specific plans or strategies for specific children throughout the year, where training may be given to staff on an individual or whole staff basis.

Should it be necessary, relevant staff will be trained in Safe Handling techniques, via NCC, through Step On or Step Up Training.

These techniques are designed to be used **only when all other strategies have failed or in an emergency situation with specific children**. This would apply if a child were to put him/herself at risk or threaten to cause injury to persons or property. It could also be applied if a child were to severely disrupt the learning of others and needs to be moved away from a classroom environment due to being unsafe.

## Anti-Bullying

(Please refer to our Anti-Bullying Policy)

Opportunities to promote a pro-active approach to anti-bullying are included in class discussion time, assemblies and Life Skills/RSHE lessons, as well as in informal interaction between children and members of teaching and support staff. The school takes part in the National Anti-Bullying Week in the Autumn Term annually. Anti-bullying posters are displayed around school.

### **Mattishall Primary's definition of bullying:**

Bullying is when a child or children set out **deliberately** and **repeatedly** to hurt another child or children either physically or with words.

Bullying can happen in different ways:

**Verbal** (to your face or behind your back) - name calling, teasing, spreading rumours, threats etc

**Physical** - exclusion, hitting, kicking, punching, damaging or stealing another person's things etc

**Cyber** - messages by text, e-mail or through social media etc

There is a **zero tolerance of bullying** at our school. All incidents of bullying or prejudice related incidents are recorded via our CPOMS system

Where any bullying is taking place, all children concerned are considered to need support.

In a serious or persistent case, parents/carers of both the perpetrator and the victim are informed and invited to work in partnership with the school and their child to address the underlying cause(s) of the inappropriate behaviour. If a problem persists, support from outside agencies is sought after consultation with parent/carers.

### **SEND (Special Education Needs & Disabilities) relating to Behavioural, Social and Emotional and Physical Difficulties:**

We are an inclusive school and have a good understanding of the various Neurodiversity that children may have, including ADHD and Autism, which may present itself in school as being behaviourally defiant. Parent/carers of any child with behavioural, social, emotional or physical difficulties are invited to work closely with the school.

Due to a Child's learning barrier, a more bespoke approach to managing their behaviour may be required, in collaboration with parent/carers and the child. This may prompt the creation of an 'Interim support plan' or an 'Individual Behaviour Plan.'

If the child's behaviour begins to require support beyond what we would 'normally provide' (as detailed previously), the child will be placed on the SEND register (again, after consultation with parents/ carers) and specific targets on an individual pupil passport will be created. Support from outside agencies may become sought at this stage such as; School 2 School, Educational psychologist,

School Health Adviser, the Inclusion Team, Pupil Referral Unit (SRB) or School and Communities Team.

If, after 3 cycles of the 'graduated approach' of plan, do and review, the problem persists and no progress is made, an application may be submitted, after consultation with parents, to Children's Services for formal assessment for an (EHCP) Education health and care plan if (Please refer to Policy for SEND).

### **Parents/Carer's Role in the Teaching of Positive Behaviour**

Parents and carers play a key role in the teaching of positive behaviour and partnership with them is crucial. Parents & Carers are asked to support our school policy for the Teaching of Positive Behaviour and are requested to agree and sign our home/school agreement upon entry to our school.

Class teachers or the Deputy Head or Headteacher will contact parent/carers if a child has been involved in serious or persistent unacceptable behaviour. If parents have any concerns, we encourage them to contact the class teacher as soon as possible in the first instance. If a matter remains unresolved, parents/carers should contact either the Headteacher or Deputy Headteacher.

**This policy is due for review in September 2026.**