Positive Relationships and Behaviour Policy

Approved: October 2026

Review Date: October 2027

Our values:

Belonging, Ambition, Grit



Our rules:

Ready, Respectful, Safe



1. Our positive behaviour culture

Purpose and scope

This policy applies to all pupils, staff and visitors involved in school life, including educational visits, clubs, unstructured times and relevant conduct beyond the school site. It sets out the behaviour curriculum, recognition arrangements, support for pupils who find expectations difficult and a fair and proportionate response when expectations are not met. It is shared with pupils in accessible language and made available to families.

Our shared commitment

Belonging means every child is welcomed, listened to, included and able to participate. **Ambition** means setting high aspirations, embracing challenge and taking pride in learning. **Grit** means persisting, learning from mistakes, seeking help and recovering after setbacks. These values are taught and celebrated; they are not labels used to judge a child's character.

What our rules look like

Ready: arrive prepared, respond to routines, attend to learning and ask for help when needed.

Respectful: use considerate words and actions, listen, value differences, care for property and allow others to learn.

Safe: keep hands, feet and objects safe, follow sensible adult directions, move responsibly and report concerns. Staff explicitly teach how these expectations vary by age, developmental stage and setting.

At Raddlebarn, every child deserves to feel that they belong, to be ambitious for their future and to develop the grit to persevere when learning or relationships become difficult. Positive behaviour is taught, modelled, practised, noticed and celebrated. We create a warm, predictable and inclusive environment in which adults build trusting relationships while maintaining high expectations. Our response to behaviour is calm, consistent, proportionate and rooted in dignity.

We deliberately begin with what we want to see. Recognition, meaningful relationships, explicit teaching, clear routines and early support are our first responses. When behaviour falls short, adults respond to the behaviour, seek to understand its context, protect learning and safety, teach the missing skills and support repair.

1.1 Our values in action

Value	What it looks like
Belonging	Including others; being kind; celebrating difference; looking after our school and community; seeking help and helping others.
Ambition	Engaging in learning; being curious; taking pride in work; aiming high; embracing feedback and responsibility.
Grit	Trying again; persevering through challenge; managing setbacks; accepting support; making a fresh start after mistakes.

1.2 Our three school rules

Rule	Pupil-friendly expectations
Ready	Be prepared for lessons; listen and respond to instructions; move calmly; settle quickly; be ready to learn and participate.
Respectful	Use courteous words and actions; listen; respect differences, personal space, belongings and the learning of others.
Safe	Keep hands, feet and objects safe; follow safety instructions; report worries; act safely online and around school.

Rules apply across lessons, corridors, assemblies, playgrounds, dining areas, clubs, visits and other school-related contexts. Adults teach what each rule looks like in each setting and adapt communication to age and need.

2. Positive adult practice and relationships

Relational routines

Adults create a predictable start to each day through greetings, calm transitions, visual and verbal reminders, appropriate check-ins and activities. They use positive narration and recognition, make instructions clear and manageable, provide reasonable processing time and avoid public criticism or unnecessary power struggles.

Teaching, not assuming

Expected conduct is modelled, rehearsed and revisited after holidays, transitions and incidents. Staff teach pupils how to join play, disagree respectfully, manage frustration, repair harm, request a break and seek support. When a pupil struggles, staff identify whether an expectation needs re-teaching, adaptation or additional support.

Pupil voice and dignity

Children are heard fairly, including when they disagree with an adult's account. Adults avoid sarcasm, shaming, collective punishment and comparisons between children. Supportive conversations take account of communication needs and do not require a child to speak immediately while distressed.

Every adult is responsible for school culture. Staff greet pupils positively, learn their strengths and needs, model respectful language, give precise praise, use calm and private correction where possible, establish predictable routines and avoid humiliation, sarcasm, public confrontation or collective punishment. Adults use relational repair after conflict and give children an opportunity for a fresh start. Expectations are consistent; support and reasonable adjustments are personalised.

Adults teach routines explicitly: entry and exit, transitions, lining up, listening, independent work, group work, playtimes, lunchtime, assemblies and asking for help. Re-teaching follows difficulties; children are not assumed to know a skill they have not yet mastered. Staff provide visual cues, modelling, rehearsal and co-regulation as appropriate.

When a pupil becomes distressed or dysregulated, staff prioritise safety, reduce unnecessary verbal demands, offer appropriate regulation support and return to reflection when the child is ready. Restorative conversations should be genuine and proportionate, never forced during acute distress.

3. Positive recognition and celebration

Recognition principles

Positive recognition should be frequent, specific and meaningful: adults explain the action being celebrated and link it to **Belonging, Ambition, Grit** or **Ready, Respectful, Safe**. Children must have equitable opportunities to succeed, including pupils with SEND, those who need alternative communication and those whose progress is measured against personalised goals. Staff do not withdraw previously earned ClassDojo points as a sanction.

Working with families

Staff share successes with parents and carers, including improvements that may not be visible through public awards. Assemblies and recognition events should be accessible and sensitive to pupils who find public attention difficult; alternative ways to celebrate can be agreed.

Recognition is specific, fair and inclusive. Staff celebrate effort, progress, kindness, achievement, responsible choices and improvements relative to individual starting points. Rewards support intrinsic motivation; they do not replace warm relationships or the explicit teaching of values. ClassDojo points are never deducted for negative behaviour.

3.1 Everyday praise and ClassDojo

ClassDojo is used **within the school environment** by teachers to celebrate and track children's positive contributions to school life.

All staff use positive verbal recognition, feedback, communication with home and ClassDojo to reinforce the values and rules. The agreed positive ClassDojo categories **are Belonging, Ambition, Grit, Ready, Respectful** and **Safe**. Approximately 25 Dojo points per child per week is guidance, not a cap, entitlement or rigid quota. Staff retain discretion for exceptional achievements and must ensure pupils with SEND or additional needs can be recognised fairly.

3.2 Individual milestone awards

Award	Cumulative ClassDojo points	Recognition
Bronze	50	Certificate and school-made badge
Silver	125	Certificate and school-made badge
Gold	250	Certificate and school-made badge
Platinum	400	Certificate and school-made badge
Diamond	600	Certificate and school-made badge; headteacher tea-and-cake celebration with parents/carers invited

Milestones accumulate across the academic year and will be celebrated in assemblies each week.

3.3 House recognition

Every pupil belongs to one of four houses:



Each pupil's positive ClassDojo points contribute to the house's cumulative total. Weekly standings are shared in celebration assembly and represented by clear jars in both school halls, which are collated and filled by house captains. The winning house each half-term receives the house trophy and a special shared activity or experience. Totals are cumulative rather than calculated as per-pupil averages.

3.4 Hot Chocolate Friday

Staff will nominate pupils with tickets throughout the week for exceptional behaviour that demonstrates our values and school rules. At our Celebration Assembly, one child is selected from nominations in each year group to attend Hot Chocolate Friday with the headteacher. The child may invite a grown-up from home; where that adult cannot attend, the child may bring a friend. Selection is not determined by the highest ClassDojo total.

3.5 Termly Headteacher Values Awards

At the existing end-of-half-term Headteacher Awards assembly, each class teacher selects three children: one Belonging Award, one Ambition Award and one Grit Award. Each award includes a personalised citation describing the child's specific contribution during the half-term, for example: "This child has shown exemplary ambition this half-term by …". Teachers recognise individual progress and strengths, not only academic attainment or total Dojos.

3.6 Other opportunities to contribute

School council, house leadership, play leaders, responsibilities and wider participation provide opportunities for pupils to show Belonging, Ambition and Grit. Recognition remains accessible to children who need additional support.

4. Responding to behaviour that falls below expectations

The first response is support

Before progressing through a consequence, staff check whether the instruction was understood, whether work and the environment are accessible, and whether a pupil needs regulation or reasonable adjustments. Adults still maintain clear boundaries and protect the learning and safety of others.

The three-tick sequence

For a first tick, the pupil completes a supervised ten-minute reflection in an adjacent classroom, using the appropriate KS1 or KS2 sheet and adult support where necessary, followed by a restorative return. A second tick leads to supervised breaktime reflection or an SLT-led Lunchtime Reflection session; SLT determines a proportionate duration and the class teacher speaks to parents or carers at home time. A third tick leads to SLT involvement and a telephone call home by SLT. Each further tick follows a fresh reminder and warning sequence. The daily tally resets each morning, but recorded patterns inform support and intervention.

Recording and accountability

All adults, including lunchtime supervisors, may issue ticks. The adult completes the agreed paper slip and passes it to the class teacher; the teacher maintains the daily tally and ensures slips reach the Pastoral Lead for secure central recording. The Pastoral Lead reviews patterns weekly and works with SLT, teachers and the SENDCo to identify pupils who may require earlier support. A child will not be penalised for an adult's failure to complete the recording process.

Restorative reintegration

After reflection or removal, the receiving adult welcomes the child back, revisits the relevant rule and agrees a practical next step. A restorative conversation is not a requirement to apologise on demand or disclose personal information. Where someone has been affected, adults arrange an appropriate and safe repair process, without requiring the affected child to participate against their wishes.

Proportionality and safeguarding

Immediate SLT referral can be made for deliberate physical aggression, serious threats, significant discriminatory behaviour, dangerous conduct or serious child-on-child incidents. Staff secure safety, seek first aid where needed, inform a DSL promptly if safeguarding concerns arise, preserve relevant evidence and record the incident accurately. The response is decided on the facts and the child's needs, not an automatic sanction.

For everyday breaches in Years 1 – 6, staff use a predictable graduated sequence: reminder, warning, then tick. Language should refer to the relevant school rule, state the behaviour needed and offer an opportunity to correct behaviour. The reminder–warning sequence restarts before each subsequent tick. Staff may bypass the ladder for serious incidents, safeguarding concerns or immediate risks.

Stage	Response
1. Reminder	Calm, brief reminder of Ready, Respectful or Safe and the expected action.
2. Warning	Clear warning and opportunity to make a different choice, with appropriate support or reasonable adjustment.
3. First tick	Ten-minute supervised reflection in an adjacent classroom; age-appropriate KS1/KS2 reflection sheet; adult support or scribing as needed; brief restorative reintegration.
4. Second tick	Supervised breaktime reflection or SLT-led Lunchtime Reflection (separate KS1 and KS2 provision), duration proportionate and set by SLT. Class

	teacher speaks to parent/carer at home time.
5. Third tick	SLT intervention, consideration of additional support and telephone contact with parent/carer by SLT.

Ticks reset at the beginning of each school day; records and patterns do not reset. All school staff, including midday supervisors, may issue ticks. Staff complete a paper tick slip; the class teacher maintains the daily tally; midday supervisors submit their slips to the class teacher to ensure continuity throughout the school day. The Pastoral Lead receives slips daily, maintains a secure central tracker and reviews patterns weekly. Repeated incidents prompt professional review and early support.

Where a pupil refuses to attend reflection, staff should remain calm, avoid confrontation and seek support from SLT. Staff should explain the expectation clearly, give the pupil time to respond and use appropriate de-escalation strategies. Pupils must not be physically moved simply because they refuse to attend reflection. Physical intervention may only be used where legally justified, necessary and proportionate, and in accordance with the school's restrictive intervention procedures.

4.1 Reflection and restorative repair

Reflection is educational, supervised and age-appropriate. Adults help pupils identify what happened, who was affected, the relevant rule, what could be done differently and what support may help. Pupils are welcomed back to learning with clear expectations and without public shaming. Breaktime reflection must preserve appropriate opportunities for eating, drinking, toileting and reasonable movement and must take account of disability, medical needs and welfare.

4.2 Serious behaviour and immediate referral

Serious incidents may bypass ordinary ticks. These include deliberate physical aggression towards pupils or staff, serious threats, discriminatory abuse, dangerous behaviour, serious bullying or child-on-child abuse and other conduct presenting a substantial risk. Any deliberate physical aggression towards another pupil is referred to SLT. SLT coordinates immediate safety, investigation, proportional response, communication with home and support for those affected; staff do not promise automatic outcomes.

Where a serious incident requires temporary removal from class, SLT arranges a supervised, time-limited placement with meaningful continued education, review and planned reintegration. Removal is not an informal suspension. The headteacher alone determines whether a statutory suspension or permanent exclusion is warranted, in accordance with current statutory guidance and individual circumstances.

5. Graduated personalised behaviour charts

How charts work

The Motivation, Class, Phase and SLT charts form a graduated continuum of support. A bespoke weekly grid records the child’s performance during morning sessions, break, mid-morning sessions, lunch and afternoon sessions, or suitably adapted periods. Staff agree a small number of bespoke observable, achievable targets with the pupil and explain what success looks like. Charts should be created alongside support from the Pastoral Lead where necessary.

Five-point scoring

At the end of each monitoring period, staff score how well the child met their agreed targets: 5 = fully achieved; 4 = largely achieved; 3 = partially achieved; 2 = significant difficulties; 1 = targets achieved extremely poorly. These intermediate descriptors are draft operational guidance and should be standardised during staff training. Feedback focuses on specific actions and the next opportunity for success; a low score is never used to humiliate a pupil.

Escalation and de-escalation

The class teacher and relevant leaders review patterns and assess whether current support is working. Children will not be kept on charts for longer than is reasonable or necessary. Movement to a more intensive chart should follow a documented review of strategies, needs and reasonable adjustments; return to a less intensive chart or ordinary classroom recognition should be actively considered when progress is sustained.

Family involvement and information

Parents and carers are informed when an individual chart is introduced and kept involved in reviews. Charts are handled discreetly and stored securely. Behaviour monitoring does not replace assessment of underlying SEND, emotional, safeguarding or learning needs.

Where universal teaching, relationships and classroom strategies do not sufficiently support a pupil, staff may introduce a bespoke graduated chart. The four levels are: 1. Motivation Chart; 2. Class Chart; 3. Phase Chart; 4. SLT Chart. Each chart identifies a small number of clear, achievable, personalised targets and uses a Monday–Friday timetable divided into clear monitoring periods. Each period is graded out of five against the agreed targets.

Score	Working descriptor
5/5	Targets fully achieved / exemplary
4/5	Targets substantially achieved with minor prompts
3/5	Targets partially achieved
2/5	Targets achieved only to a limited extent
1/5	Targets extremely poorly achieved

Staff will discuss scores positively with pupils, celebrating achievements, recognising improvements and identifying areas where further support may be needed. Behaviour charts are intended to encourage positive choices and help pupils achieve their individual targets. They must never be used to embarrass, label or publicly compare children. Appropriate adjustments will be made to reflect pupils' individual needs, including SEND and communication difficulties.

The four levels of behaviour chart (Motivation, Class, Phase and SLT) provide progressively greater levels of support and monitoring. Progress will be reviewed regularly, with parents and carers kept informed and involved where appropriate. Pupils who demonstrate sustained improvement may move to a lower level of monitoring or return to the usual whole-school behaviour arrangements.

All behaviour charts will reflect the school's expectations of **Ready**, **Respectful** and **Safe** and follow the agreed whole-school behaviour procedures. Where necessary, individual arrangements may be adapted to meet a pupil's specific needs, with these adjustments clearly documented and shared with relevant staff.

6. Imposition: refused learning

Class teacher procedure

Where a pupil has declined appropriately adapted learning despite explanation, encouragement, reasonable support and an opportunity to re-engage, the class teacher may send the unfinished classwork home with a clear explanation and reasonable return date. This may usually be the next school day due to sequencing of work in class. Parents and carers should know what task is outstanding and whom to contact if their child cannot complete it. The teacher records the decision where appropriate.

Safeguards

Imposition must not be used as an automatic response to disability-related difficulty, lack of understanding, illness, emotional distress or unmet need. Teachers should avoid sending home an excessive workload or requiring parents to teach material not yet accessible to the pupil. If non-completion persists, the response is a review of provision and support, not repeated imposition alone. Work sent home does not replace the school's duty to provide education during the school day.

Pupils are expected to engage with appropriately planned and accessible learning. Where a pupil refuses to complete classwork despite appropriate explanation, encouragement, support and reasonable adjustments, the class teacher may send the outstanding work home for completion and return. The teacher explains the work, circumstances and expected return arrangements to parents/carers. Imposition is a response to avoidable refusal, not inability, SEND-related barriers, illness or distress. Staff must consider whether a task needs to be adapted or an alternative school-based completion arrangement is more appropriate. Imposition does not automatically generate an additional tick or replace the graduated response to the underlying behaviour.

7. Inclusion, SEND and reasonable adjustments

Assess, plan, do, review

The class teacher remains responsible for classroom provision and works with the SENDCo, Pastoral Lead, parents/carers and pupil to identify triggers, strengths, communication needs and effective support. Strategies may include pre-correction, visual routines, sensory adjustments, movement or regulation breaks, alternative communication, task chunking, adult check-ins and an agreed regulation or safety plan.

Fairness and decision-making

Staff consider the Equality Act 2010 and relevant SEND duties when applying rules and consequences. They assess whether behaviour may be linked to disability or unmet needs, what reasonable adjustments have been made, whether further assessment is necessary and whether the proposed response is proportionate. Reasonable adjustments are not a blanket exemption from safety expectations.

Avoiding discriminatory outcomes

Leaders review records for patterns affecting pupils with SEND, disadvantaged pupils and protected groups, taking account of the quality and completeness of the underlying data. The school will seek pupil and family views where interventions are not improving outcomes.

The school maintains high expectations for all pupils while recognising that fair treatment is not always identical treatment. Staff consider disability, SEND, neurodivergence, communication needs, trauma, mental health, medical needs, safeguarding context and developmental stage when interpreting behaviour and deciding on support or sanctions. Reasonable adjustments are considered and documented; a child is not sanctioned for behaviour arising from an unmet need without proper consideration of the circumstances.

When existing strategies are insufficient, the class teacher works with the SENDCo, Pastoral Lead, pupil and parents/carers to establish an individual support plan. This may include a personalised chart, explicit teaching, visual routines, check-ins, sensory or movement breaks, adapted tasks, co-regulation and a safety or risk assessment. Plans are initially reviewed weekly and adjusted using evidence. Where an EHC plan exists, staff ensure provision is delivered and seek SENDCo/Local Authority advice where necessary.

8. Early Years Foundation Stage

Developmentally appropriate practice

EYFS adults use warm relationships, co-regulation, modelling, stories, visual cues, play and repeated practice to teach belonging, readiness, respect and safety. Children are supported to recognise feelings, communicate needs, take turns and repair relationships. Adults interpret behaviour in the context of age, development, language and additional needs.

Response to incidents

Staff intervene promptly to prevent harm, comfort affected children, explain boundaries simply and support re-engagement in play and learning. Repeated or concerning behaviour prompts discussion with the EYFS leader, SENDCo and parents/carers as appropriate. The formal Years 1 – 6 tick ladder is not applied to Nursery or Reception.

In Nursery and Reception, staff teach **Ready**, **Respectful** and **Safe** through developmentally appropriate modelling, play, routines, positive reinforcement, emotional literacy and co-regulation. Adults respond to behaviour with curiosity, safety, age-appropriate boundaries, support to repair and close partnership with families. Significant patterns trigger SEND, pastoral or safeguarding review as appropriate.

9. Bullying, discrimination and child-on-child abuse

Recognition and investigation

Bullying is unacceptable and all allegations will be taken seriously. Bullying commonly involves repeated harmful behaviour and an actual or perceived imbalance of power. However, repeated conflict, unkindness or dysregulated behaviour does not automatically constitute bullying. Staff will consider targeting, repetition, power imbalance, context, intent where ascertainable, impact and the available evidence.

A single serious incident may constitute abuse or require safeguarding action, even where it does not meet the definition of bullying. Concerns will never be dismissed solely because bullying is not substantiated. Investigations will be coordinated by Phase Leaders, with escalation to the Pastoral Lead or DSL as appropriate, in accordance with the school's Anti-Bullying Policy.

Protective response

Staff will listen to children, gather relevant information proportionately, consider immediate protective arrangements and communicate with parents/carers as appropriate, while maintaining confidentiality and safeguarding responsibilities.

Discriminatory language and behaviour, including racist, sexist, homophobic and disability-related incidents, will be challenged, recorded and addressed through appropriate protective, educational and behavioural responses.

Child-on-child abuse, including sexual violence, sexual harassment, coercion and other abusive behaviour, must be reported immediately to a DSL and managed in accordance with safeguarding procedures. Such incidents must never be treated as ordinary friendship disputes.

Online conduct and recording

Cyberbullying and harmful online conduct will be addressed where they affect pupils' welfare, safety or school life, including incidents occurring outside school. Staff will preserve relevant evidence where safe and appropriate, without circulating harmful or illegal material, and follow the school's Online Safety and Safeguarding procedures.

All bullying allegations, investigations, discriminatory incidents and child-on-child abuse concerns will be recorded on CPOMS in accordance with school procedures. Serious behaviour incidents will also be recorded on internal school systems where required by the school's recording arrangements. Any safeguarding concern must be reported immediately to a DSL; the behaviour tracker does not replace safeguarding records.

The school's separate Anti-Bullying Policy provides the detailed procedures for identifying, investigating, responding to and reviewing bullying concerns. Staff must also follow the Child Protection and Safeguarding Policy and current Keeping Children Safe in Education guidance.

10. Safety, restrictive intervention and searches

Prevention and last resort

Staff use preventative planning and de-escalation in the first instance. Restrictive intervention is not a disciplinary punishment or a routine means of securing compliance. Where intervention is lawful and necessary to prevent harm or meet another statutory justification, staff use the least restrictive reasonable response for the shortest necessary time, considering the pupil’s circumstances and dignity.

Reporting and follow-up

Any use of restrictive intervention must be recorded and reported in line with the school’s separate procedure and the DfE guidance effective April 2026. Leaders consider immediate welfare, injury, parent communication, safeguarding, post-incident support and whether a pupil’s plan needs review.

Searching and confiscation

Any search or confiscation is carried out only by staff with appropriate authority and in accordance with current statutory guidance, including safeguards relating to prohibited items, witnesses, dignity, records and safeguarding referrals. Staff will not improvise search procedures from this policy alone.

Staff prioritise prevention, de-escalation and least restrictive responses. Reasonable force or other restrictive interventions are never used as punishment and may only be used where lawful, necessary and proportionate. Staff follow the DfE guidance effective from April 2026, including applicable recording, reporting, parent communication, review and safeguards concerning significant incidents, restraint and seclusion. Any intervention must respect pupil dignity and take account of SEND, disability and medical risks.

Searching, screening and confiscation are undertaken only by authorised staff within the relevant statutory powers and DfE guidance, with safeguarding considerations, required witnesses and records. The school does not undertake strip searches; any police-led process is governed by the separate legal safeguards and safeguarding oversight.

11. Suspension, permanent exclusion and reintegration

Formal decisions

Only the headteacher, or an authorised acting headteacher, may make a statutory suspension or permanent exclusion decision. Each decision is individual, lawful, reasonable and procedurally fair, with consideration of evidence, context, SEND, safeguarding, alternatives and the impact on others. A chart score or number of ticks does not automatically trigger exclusion.

Education and notification

The school follows the statutory requirements for notifying parents/carers, the governing body and local authority as applicable, providing work and arranging suitable full-time education where legally required. Informal or unofficial exclusions, including asking a parent to collect a child as a disciplinary measure without formal process, are not permitted.

Return to learning

After a suspension or significant internal removal, the school plans reintegration, listens to the pupil, reviews reasonable adjustments and any support plan and communicates with parents/carers. Reintegration meetings support a successful return but must not be used to delay a pupil's lawful return to school.

Suspension and permanent exclusion are formal statutory decisions reserved to the headteacher. They are not automatic responses to a stated number of ticks or chart scores. The headteacher considers the facts, seriousness, proportionality, safeguarding, SEND and equality duties and whether alternative strategies are appropriate. Permanent exclusion is a last resort except where the circumstances and statutory test justify it. Notifications, governing body responsibilities, education arrangements, pupil movement and review rights follow the statutory guidance effective from July 2026. Reintegration is planned with the pupil and family and includes clear expectations, appropriate support and review.

12. Behaviour beyond the classroom and online

Off-site conduct

The headteacher may respond to conduct outside the premises where legally permitted, including school activities, journeys to and from school, conduct identifiable with the school, or behaviour that threatens another pupil or the orderly running of the school. Staff assess the circumstances, evidence, safeguarding implications and proportionality before determining a response.

Mobile phones and devices

Pupils are expected to follow the school's separately published mobile phone and smart device arrangements throughout the school day. The school will ensure those arrangements reflect the statutory guidance applying from September 2026 and any necessary exceptions or reasonable adjustments.

School expectations apply to school-organised activities, educational visits, clubs and journeys, and may extend to off-site or online behaviour where there is a lawful school connection or a risk to pupils, staff or the orderly running of school. Responses remain proportionate, evidence-based and subject to safeguarding and SEND considerations.

13. Responsibilities and communication

Pupils and families

Pupils are taught the expectations, supported to meet them and encouraged to report worries. Parents and carers are partners in celebrating progress and addressing concerns; the school communicates respectfully and promptly, while maintaining confidentiality about other children.

Staff and leadership

Class teachers teach routines, recognise success, manage classroom responses, maintain records, implement individual support and communicate with families. Midday supervisors and other staff reinforce the same expectations and record incidents through the agreed route. Phase leaders and SLT provide escalation support; the Pastoral Lead coordinates pattern review; the SENDCo advises on adjustments; the DSLs lead safeguarding responses.

Governance

The governing body approves the policy and its written statement of behaviour principles, monitors its impact, and ensures leaders have regard to statutory duties and equality considerations. Complaints are considered under the school's published complaints procedure, rather than through discussion of another pupil's confidential record.

The governing body sets the written statement of behaviour principles, monitors implementation and holds school leaders to account. The headteacher oversees the culture, staff training and statutory decisions. The Pastoral Lead monitors trends and supports graduated intervention; the SENDCo advises on inclusion and reasonable adjustments; the DSLs oversee safeguarding. Teachers explicitly teach expectations, praise, respond to incidents, maintain records and communicate with families. All other staff consistently model and reinforce expectations and report incidents. Parents/carers are invited to celebrate success and work constructively with the school. Pupils are supported to understand their rights, responsibilities and the help available.

14. Recording, monitoring, training and review

Records and confidentiality

The central behaviour tracker records everyday ticks and patterns. CPOMS is used for safeguarding concerns, child-on-child abuse, bullying investigations and serious incidents in line with school procedures. Where both systems are used, records should be linked or cross-referenced appropriately without unnecessary duplication of sensitive detail. Access is role-based and records are retained according to school policies.

Quality assurance

School leaders review frequency, type, location and time of incidents, repeat patterns, the use and effectiveness of charts, reflection provision, parent communication, safeguarding referrals and disproportionate outcomes. Staff and pupil feedback informs improvements. Staff induction includes supply and lunchtime staff; governors receive appropriately anonymised information.

The Pastoral Lead reviews central tick records weekly, with SLT oversight of patterns, disproportionality, repeat incidents and intervention effectiveness. CPOMS is used for safeguarding, child-on-child abuse, bullying and serious incidents as appropriate. Leaders also review suspension, exclusion, removal, restrictive intervention and relevant attendance information. Access to identifiable records is limited to staff with a legitimate need, with data retained in line with school procedures.

All staff, including new, supply and lunchtime staff, receive induction and regular refreshers on the values, rules, recognition systems, behaviour ladder, SEND adjustments, safeguarding escalation, recording, restorative practice and lawful restrictive interventions. This policy is reviewed annually and sooner where guidance, school practice or identified risks change.

15. Related policies and statutory framework

Implementation

This policy should be read alongside the following school policies, procedures and statutory guidance.

School policies and procedures:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Equality Information and Objectives
- Managing Complaints Procedure
- Online Safety Policy
- Health and Safety Policy
- Restrictive Intervention Procedures
- Suspension and Permanent Exclusion Procedures
- Educational Visits Procedures

Statutory guidance and legislation:

- DfE Behaviour in Schools (2024)
- Keeping Children Safe in Education (2026)
- Suspension and Permanent Exclusion Guidance (effective July 2026)
- Restrictive Interventions, Including Reasonable Force (effective April 2026)
- Searching, Screening and Confiscation Guidance

- Equality Act 2010
- SEND Code of Practice (2015, as amended)

Application and precedence:

- Current legislation and statutory guidance take precedence where school policy wording becomes outdated.
- This policy should be implemented consistently with the school's safeguarding, inclusion and equality responsibilities.

Appendix A. Behaviour curriculum: values, rules and routines

This curriculum is taught explicitly at the start of the academic year, revisited after breaks and reinforced through modelling, assemblies, ClassDojo feedback, PSHE and restorative discussion. It describes the behaviours adults teach and practise rather than assuming pupils already know them.

Setting	Ready	Respectful	Safe
Arrival and transitions	Arrive, organise belongings, follow taught entry routine	Greet others appropriately; allow others space	Walk safely; follow supervision and site arrangements
Whole-class learning	Have equipment, begin the task, request help	Listen, take turns, allow others to learn	Use equipment safely; report worries
Independent/group work	Start promptly; persevere; use agreed help systems	Share resources; include others; disagree politely	Follow agreed boundaries and adult instructions
Corridors and assemblies	Follow transition cues; arrive promptly	Use appropriate voices; attend to speakers	Walk; keep personal space
Playtime and lunch	Respond to signals; return equipment	Include others; take turns; seek help with disagreements	Play safely; use areas as directed; report injuries
Online and off-site	Follow taught digital/visit routines	Communicate respectfully; protect privacy	Follow adult guidance; report unsafe contact or content

Adult language and routines

Adults use calm, brief and respectful scripts. Examples:

'At Raddlebarn we are **Ready**. Your next step is to open your book; I will help you start.'

'That choice was **Respectful** because you listened when someone disagreed.'

'You showed **Grit** by trying another strategy.'

Adults should not use a script mechanically where a pupil needs different communication or processing time.

Repair after harm

Once everyone is safe and sufficiently regulated, staff may ask:

What happened?

What were you thinking or feeling?

Who has been affected?

What needs to happen to put things right?

What can we try next time?

A pupil may need a visual prompt, scribe, delayed discussion or trusted adult. Restorative practice supplements rather than replaces safeguarding action or proportionate consequences.

Appendix B. Recognition: operational reference

Recognition	Frequency/threshold	School arrangement
ClassDojo: values	Belonging +2; Ambition +2; Grit +2	Specific, meaningful feedback linked to observable conduct
ClassDojo: rules	Ready +1; Respectful +1; Safe +1	Approximately 25 points per pupil per week as guidance, not a cap or entitlement
Bronze milestone	50 cumulative points	Certificate and school-produced badge
Silver milestone	125 cumulative points	Certificate and school-produced badge
Gold milestone	250 cumulative points	Certificate and school-produced badge
Platinum milestone	400 cumulative points	Certificate and school-produced badge
Diamond milestone	600 cumulative points	Certificate and school-produced badge; headteacher tea and cake with parents/carers invited
Houses	Weekly standings; half-termly winner	Dragons, Phoenixes, Griffins, Unicorns; total cumulative points; hall jars; trophy and shared experience
Hot Chocolate Friday	Weekly, one pupil from each year group	Golden-ticket nominations for exceptional values/rules; selected at Special Mentions; headteacher; adult from home invited or friend if unavailable
Headteacher Values Awards	End of each term	Each teacher chooses one pupil for each of Belonging, Ambition and Grit; individual citation

Where a recognition activity involves food, staff check allergies, dietary needs, medical requirements and equitable alternatives. Recognition must not depend on a parent being available to attend.

Suggested award citation starters

Belonging: 'This child has shown exemplary belonging this half-term by…'

Ambition: 'This child has shown exemplary ambition this half-term by…'

Grit: 'This child has shown exemplary grit this half-term by…'

Each teacher finishes the statement with a specific, evidenced example of the pupil's actions and impact.

Appendix C. Behaviour response: staff operational pathway

Stage	Adult action	Recording and communication
Teach and pre-correct	Remind pupils of the relevant Ready, Respectful or Safe routine; make reasonable adjustments	Ordinary teaching; no tick
Reminder	Name the rule and the expected action calmly	No tick
Warning	Explain the next consequence and offer a realistic opportunity to meet the expectation	No tick
First tick	Ten-minute supported reflection in an adjacent classroom; KS1/KS2 sheet; restorative return	Issuing adult completes slip; class teacher adds daily tally
Second tick	Supervised break reflection or SLT-led Lunchtime Reflection, proportionate to age and needs	Slip; teacher speaks to parent/carer at home time
Third tick	SLT time, support and decision about next steps	Slip; SLT phones parent/carer
Further incidents	Repeat reminder–warning sequence; SLT reviews cumulative pattern and need for support	Continue same-day tally; Pastoral Lead reviews centrally
Serious or unsafe incident	Protect pupils, call SLT, follow safeguarding and first-aid procedures; bypass ladder when appropriate	Accurate incident account; CPOMS for safeguarding, bullying, child-on-child abuse or serious incident

Staff response to refusal to attend reflection

Request SLT assistance. Do not engage in a prolonged public argument, threaten automatic exclusion or use force simply to secure compliance with reflection. SLT assesses immediate safety, regulation,

reasonable adjustments and an appropriate next step. Any lawful restrictive intervention follows the separate procedure.

Break and lunchtime reflection

Reflection must be supervised, purposeful, age-appropriate and proportionate, with reasonable access to food, drink, toilets and necessary medical support. SLT decides the duration and supervises the designated lunchtime provision, with distinct KS1 and KS2 arrangements. The school will issue a separate rota and local maximum durations before implementation.

Internal removal

Where an immediate return to class is not appropriate, SLT may authorise a short, supervised period in a designated room with suitable education, welfare checks and a planned return. Removal is not an informal suspension. It must be necessary, proportionate, recorded and reviewed. Parents are informed where appropriate. Pupils must not be left unsupervised or isolated in a way that amounts to unrecorded seclusion.

Appendix D. Individual chart protocol and example monitoring grid

Individual charts are supportive and bespoke. A pupil may begin at the least intensive appropriate level; SLT can start a higher level when the risk or need justifies this, without mechanically requiring unsuccessful periods at each lower level. All four charts use the same common 1–5 scale.

Level	Intended oversight	Purpose
Motivation	Class teacher	Immediate encouragement, accessible targets and frequent feedback
Class	Class teacher with phase oversight	Structured class-based monitoring and review
Phase	Phase leader	Additional leadership support and coordinated intervention
SLT	SLT	Intensive leadership-led support, review and family involvement

Day	Morning 1	Morning 2	Break	Mid-morning	Lunch	Afternoon	Signed
Mon							
Tue							
Wed							
Thu							
Fri							

Score	Shared meaning
5	Fully met agreed targets for this period

4	Largely met targets; only minor support needed
3	Partially met targets; mixed success
2	Significant difficulty meeting targets
1	Targets achieved extremely poorly during this period

Setting and reviewing targets

Agree no more targets than the child can reasonably remember and practise; describe them in positive, observable language. Identify the adult who records each period and arrange cover for break and lunch. Provide immediate feedback, notice improvement and start afresh at the next period. Consider whether a score is affected by access, disability, dysregulation or a need for reasonable adjustment. A low score does not automatically produce a tick, sanction or progression to the next chart.

A teacher and the relevant leader review the completed chart at least weekly while the intervention is active, or sooner if risks or needs change. Discuss progress with the pupil and family, document support tried, and agree to maintain, reduce or intensify monitoring. No fixed numerical threshold is assumed; decisions are based on trend, context, risk and professional judgement. If a child is not improving, assess whether the targets or provision need changing.

Appendix E. Imposition: parent communication template

Subject: Classwork to complete at home

Dear Parent/Carer,

Today, [pupil] did not complete [brief description of task] during the lesson. Staff provided [support, explanation and reasonable adjustments], but [pupil] declined to complete the work. We are therefore sending the remaining work home for completion and return by [reasonable date]. Please contact me if the work is not accessible or you need to discuss any circumstances affecting completion. We will continue to support [pupil] to engage positively with learning in school.

Kind regards,
[Class teacher]

This template must be adapted to the individual circumstances. It is not to be used where the pupil was unable to complete the work because of an unmet need, disability-related barrier, illness, lack of appropriate teaching or significant distress. SLT will support class teachers in creating letters.

Appendix F. Safeguarding, bullying and serious-incident decision aid

Question	Required response
Is anyone in immediate danger?	Secure safety; summon SLT; arrange first aid or emergency services as needed

Is there a safeguarding concern or child-on-child abuse?	Refer promptly to DSL/deputy; follow safeguarding procedure and record on CPOMS
Is the behaviour discriminatory or potentially bullying?	Take accounts and evidence, protect affected pupils, investigate pattern/context and record outcome
Could SEND, trauma, language or another unmet need contribute?	Consult SENDCo/Pastoral Lead and consider adjustments without delaying protective action
Who decides consequences and communication?	SLT coordinates serious response and appropriate family contact; headteacher alone decides statutory exclusion
What happens next?	Plan restorative/reintegration support, monitor recurrence and review the support plan

Adults must never promise absolute confidentiality to a child making a disclosure. Accounts should be recorded in the child's own words as far as possible. Avoid leading questions and do not conduct an investigative interview where a safeguarding referral is required. Children affected by harmful behaviour should receive support irrespective of whether a disciplinary allegation is substantiated.

Appendix G. Parent and pupil information, transitions and training

Information for pupils and families

At the start of the school year, pupils and families are introduced to Belonging, Ambition and Grit; Ready, Respectful and Safe; recognition opportunities and the response to behaviour concerns. Staff explain expectations in an accessible format and make reasonable adjustments to support understanding. Families are told how to raise concerns or request a meeting.

Transitions

Relevant information about successful routines, reasonable adjustments, triggers, safeguarding restrictions and support plans is shared securely when pupils move class, phase or school. Staff arrange additional visits, visual information or check-ins for pupils who need them. Pupils joining mid-year are explicitly taught routines and recognition systems rather than assumed to know them.

Induction and training

Staff induction covers positive recognition and Dojo buttons, consistent rule language, tick slips and daily transfer, reflection supervision, chart scoring, SEND adjustments, safeguarding/CPOMS, restrictive intervention reporting and parent communication. Leaders refresh expectations through staff meetings, observations, coaching and analysis of behaviour patterns. Supply, support and lunchtime staff receive proportionate guidance relevant to their duties.

Appendix H. Statutory and reference sources

The following are the official GOV.UK and legislation links, formatted for inclusion in Raddlebarn's Positive Relationships and Behaviour Policy.

- Behaviour in Schools: Advice for Headteachers and School Staff — Department for Education.
- Keeping Children Safe in Education 2026 — Department for Education.
- Suspension and Permanent Exclusion Guidance — Department for Education.
- Restrictive Interventions, Including Reasonable Force — Department for Education.
- Searching, Screening and Confiscation — Department for Education.
- Equality Act 2010 — UK legislation.
- SEND Code of Practice: 0 to 25 Years — Department for Education and Department of Health.