



Positive Behaviour and Relationship Policy 2026-2027

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Signed (Chair of Governors)	

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1. Statement of intent

Eyres Monsell Primary School is committed to creating a nurturing, safe environment where all children are able to succeed. This will be achieved by all pupils following the school rules of **be ready, be respectful** and **be safe**. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to build positive relationships, focus on celebrating positive behaviours throughout the school and set daily routines that ensure the safety of all of our community. As part of “The Eyres Monsell Way”, we place a heavy emphasis on respectful behaviour and a partnership approach to managing poor choices with restorative intervention that supports staff and learners to **repair, reconnect and reflect**.

2. Aims

- To create a restorative culture of exceptionally good behaviour: for learning, community and life.
- To support children who display challenging behaviour to understand their actions and promote positive relationships to enable support from staff.
- To ensure that excellent behaviour is a minimum expectation for all.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To safeguard all adults and children ensuring that all children enjoy coming to school and feel part of “The Eyres Monsell Way”.
- To build a community which values being part of “The Eyres Monsell Way” and focuses on the learning values of honesty, engagement, aspiration, resilience and teamwork.

3. Purpose

To provide simple, practical procedures for staff and learners:

- Reinforce positive behaviours
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive and restorative interventions
- Provide guidance on fair and justified sanctions.

The school is committed to:

- Promoting positive behaviours, self-esteem, self-discipline and positive relationships based on mutual respect.
- ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging poor behaviour through restorative practice.

- Providing a safe learning environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers
- A shared and consistent approach which involves everyone in the implementation of the school's policy and procedures
- Ensuring all children and adults in and around the school community are Ready, Respectful and Safe.

4. Whole School Rules

We will endeavour to provide and maintain a nurturing, safe, supportive and positive school environment in which all children can flourish.

We have established a set of whole school rules which are consistently applied across the school by all staff. These rules are explicitly taught and modelled to pupils and underpinned by clear routines at all times of the school day. All children have a clear understanding of the rules, routines and expectation of behaviour and therefore are able to understand the consequences of their actions.

Our whole school rules are:

1. Be Ready

- Listen to the person speaking
- Brain is thinking
- Eyes on speaker
- Mouth is quiet
- Hands are safe

2. Be Respectful

- Everyone tries their best
- Responsible for our actions
- Use kind words and manners
- Look after the things in our school
- Believe in yourself

3. Be Safe

- Kind hands and feet
- It's ok to make mistakes
- Follow rules and instructions
- We are 'SMART' online
- We take care of everyone

5. Routines and expectations

The first week of the school year will be devoted to building positive relationships within the classroom and explicitly teach, model and practise the routines and school

rules to all children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from all staff at all times. This will be repeated frequently when required throughout the year through both whole school assemblies and within class.

5.1 Classroom expectations

We aim to provide a broad and balance curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experience, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage poor behaviour promptly and efficiently in accordance with the school policy. A combination of praise, rewards, feedback and sanctions are used to encourage desirable behaviour from our pupils.

5.2 Whole school routines

At Eyres Monsell Primary School, we recognise the importance of routines which are consistently applied across the school by all staff. All children have a clear understanding of the routines and expectations of behaviour therefore they are able to understand the consequences of their actions.

Pupils are expected to adhere to the five whole school routines by following expectations around school and on the playground, which includes:

1. Wonderful Walking

Children are expected to move around the school calmly and quietly using Wonderful Walking. Adults are expected to model this to children as they move around school and remind children when they are not using Wonderful Walking. Pupils should be discouraged from touching walls, doors and displays in communal areas. Wonderful walking expectations are:

- Walking on the left of the corridor
- Single file
- Silent- Mouths quiet
- Smart- Hands by your side and good posture
- Sensible- Facing the way you are walking

2. Amazing Assemblies

Assemblies provide an opportunity to reinforce our school ethos and values. Our school community gathers together twice each week. Amazing Assemblies expectations are:

- Arriving using Wonderful Walking
- Silent
- Hands still
- Sitting with your legs crossed

- Eyes looking and ready to join in

3. Dress to Impress

Students are expected to act as ambassadors for the school, this includes always wearing the correct school uniform. Wearing uniform is an important way of showing pupils are a part of the Eyres Monsell community. Dress to Impress expectations are:

- Take pride in your appearance
- Correct footwear
- Ready for the weather
- Appropriate hair accessories and colour

4. Peaceful Playground

We recognise the contribution playground activities makes to the wellbeing of children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. Pupils are expected to follow the five playground expectations, which are:

- Golden rule- Treat others the way you want to be treated
- Choose it, use it and put it away
- Following instructions given by an adult- first time, every time
- Putting litter in the bins provided
- Lining up quickly and sensibly- Using Wonderful Walking

5. Delightful Dining

As part of “The Eyres Monsell Way”, we recognise the nutritional, social and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes. When eating within the dining hall, children are expected to follow the delightful dining rules which include:

- Lining up quietly and sensibly
- Words and manners to the dinner staff
- Using knife and fork when eating
- Using indoor voice and not talking with food in your mouth
- Return your tray and clean up after yourself

5.3 Before and after school clubs

All children attending Eyres Monsell Primary School from Reception to Year 6 are eligible to attend Wrap Around Care including our Breakfast Club and our Acorns after-school care- further information can be found on our school website. Our three school rules- Be Ready, Be Respectful, Be Safe- apply to all pupils attending these clubs.

Throughout the year, there will be a wide range of extra-curricular clubs that run after school. The same behaviour expectation and procedures will be in place for these as they are throughout the school day.

6. Roles and responsibilities

The Head of School is responsible for:

- Establishing the standard of behaviour expected by children at the school
- The day-to-day implementation of this policy
- Publishing this policy and making it available to staff, parents/carers and children at least once a year
- Ensuring that all stakeholders are consistent in its implementation

All members of staff and support staff are responsible for:

- Adhering to this policy and ensuring that all children do too
- Refer to “Ready, Respectful, Safe” and share this in all areas of learning
- Model positive behaviours and build relationships, following the school’s staff behaviour code of conduct
- Plan lessons that engage, challenge and meet the needs of all learners
- Promote a supportive and high-quality learning environment, and for modelling high levels of behaviour
- Using restorative approaches to support children to make changes to behaviours
- Upholding and promoting positive behaviour in a calm, consistent and caring way
- Meet and greet at the door each morning
- Never ignore or walk past learners who are behaving poorly
- Forgive and allow children to move on
- Be responsible for the safeguarding of all children
- Be calm, consistent and caring

Children are responsible for:

- Their own behaviour both inside school and out in the wider community
- Following the School Rules of Ready, Respectful and Safe
- Conduct themselves around the school premises in a safe, sensible and respectful manner
- Follow reasonable instructions given by the teacher
- Show respect for the opinions and beliefs of others
- Reporting any unacceptable behaviour to a member of staff

Parents/Carers are responsible for:

- The safe and respectful behaviour of their child(ren) inside and outside of school
- Supporting the school in following this policy
- Upholding Home/School agreements.

7. Classifying behaviours

At Eyres Monsell Primary School, we have four different categories of behaviour: Desirable, Disruptive, Difficult and Dangerous.

Eyres Monsell Primary School- Classifying Behaviours			
Desirable	Disruptive	Difficult	Dangerous
<ul style="list-style-type: none">• Going above and beyond expectations• Relishing challenge• Working together• Engaging enthusiastically in lessons• Listening carefully• Being kind• Looking after the school environment• Using Wonderful Walking• High standards of personal and environmental care• Good manners• Dress to impress	<ul style="list-style-type: none">• Minor misbehaviour in corridors or around school• Entering the school building needlessly at break/lunchtime• Untidy written work• Shouting out in class• Swinging on their chair• Disengagement in class/assembly• Distracting/bothering others• Negatively impacting on the learning of other pupils• Talking in class• Failure to follow instructions• Showing a lack of care for school property• Not respecting other pupils' personal space• Touching or pushing one another when lining up• Chewing gum	<ul style="list-style-type: none">• Persistent disruptive behaviour• Refusal to complete tasks set• Aggressive behaviour towards others (verbal/physical)• Throwing objects (not directly at a person)• Rude, unkind or disrespectful behaviour towards others (including adults)• Damaging/ Misusing school property intentionally (including misuse of devices)• Being dishonest• Spitting on floor• Stealing• Leaving the classroom without permission• Racist, homophobic or prejudicial language• Swearing• Phone being used in school• Goadng	<ul style="list-style-type: none">• Persistent difficult behaviour• Targeted violence• Throwing objects at a person• Spitting at a person• Running away in public places• Destroying school property intentionally• Harassment or Sexualised behaviour• Carrying items intended to cause harm

8. Rewarding and promoting positive and desirable behaviour

As part of “The Eyres Monsell Way”, the school recognises that children should be rewarded for their good behaviour and it is important that their achievements are shared and celebrated. This encourages high self-esteem and positive relationships across school. We want children to be proud of their achievements and we encourage families to celebrate their contributions to school life. We want children to recognise how important it is to show honesty, empathy, ambition, resilience and teamwork to enable them to be good citizens.

The school will use the following rewards for displaying good behaviour:

- In-class reward system- Class Dojo points
- Individual stickers
- Verbal and non-verbal praise
- Positive messages given to parents (Verbally or Written)

- Star of the week award given in assembly (Weekly)
- Headteacher and Deputy Headteacher stickers for exemplary work

8.1 Above and Beyond

At Eyres Monsell Primary School, we seek to continue to encourage children who go above and beyond our everyday expectations by rewarding positive behaviour, good work and demonstration of positive personal values.

Reach for the Stars Awards

Each child will be awarded with a Class Dojo when adults see desirable behaviours (named above) and for each 10 Dojo's they will move up the recognition ladder displayed within class. At 30 dojos, children will receive a small prize as recognition. When they reach the top of the ladder (50 dojos), they will receive the first **Reach for the Stars** certificate which is their blue part of their rainbow. The aim over the year is for children to receive all 5 of the Reach for the Stars certificates (Blue, Green, Yellow, Orange and Red) which will enable them to complete the rainbow. The final step is to achieve the Gold Certificate which will come with a prize and a special badge which children can wear around school to celebrate their achievements.

Each year, the children will start building their rainbow again.

9. Addressing poor behaviour

At times, we recognise that children find it difficult to respond to praise and positive behaviour strategies. Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships to support the child in demonstrating consistency good behaviour. In these instances, a procedure will follow and, in all circumstances, children will have the opportunity to reflect on their behaviour.

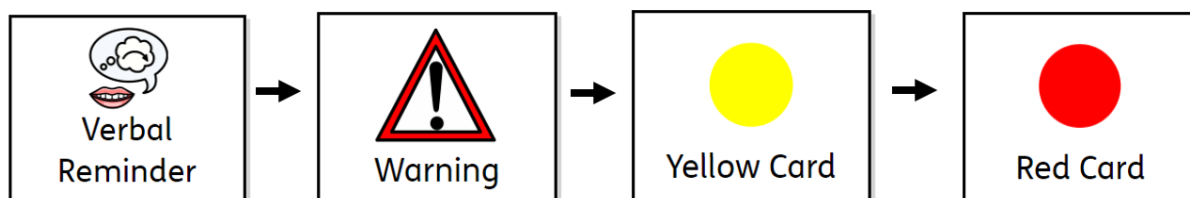
The school has a range of measures which can be used as de-escalation strategies:

- Giving a verbal prompt, success reminder
- Giving space, change of activity or distraction
- Offering reassurance, A or B choice or supportive touch
- Time out, change of adult or removing the audience
- Success reminders and recognising and labelling feelings
- First/then script, reminders of consequences or negotiation

School staff will use their judgement in a fair and consistent manner when dealing with unacceptable behaviour. In all cases the child should be dealt with fairly, respectfully and not feel humiliated.

Tiered sanctions allow for staff to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make. For many children, the reminder and warning (verbal) is enough to encourage them to do this. However, when children may be exhibiting a range of Disruptive or Difficult behaviours it may be necessary to give additional sanctions.

When addressing poor behaviour, all members of staff will follow:



A restorative conversation will take place at an appropriate time should a pupil receive a yellow card. Parents/carers will be contacted if their child receives a red card- a restorative conversation will take place with a member of the Senior Leadership Team during the pupils next available lunch time.

If a child receives three red cards in a week, they will have an afterschool detention and will be put on report for the next five school days. A single, specific target will be created to help the pupil focus on adjusting their behaviour. This will be shared with parents/carers. If a child has frequent breaches of this policy, the school will consider a child's suitability to represent the school on trips into the community.

9.1 Restorative Practice

At Eyres Monsell, we want to create a culture that is based upon positive relationships and a sense of belonging to our community. Restorative practice will be at the centre of our approach to positive behaviour management.

For the purpose of this policy, the school defines restorative practice as 'working with children to develop a shared commitment to learning, choices and each other. It encourages the children to act responsibly for their choices and helps them to make better, more positive ones in the future whilst allowing them to reflect when making a mistake.'

The restorative form is based upon restorative justice principles. Feedback from staff members should support reconciliation and forgiveness by bringing together those who were affected by the misbehaviour to address concerns, achieve understanding and come to agreement about setting things right. The approach contributes to the social and emotional learning of pupils.

Restorative feedback involves asking the following questions:

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?

- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this does not happen again?

9.2 Serious Sanctions

In response to dangerous behaviour or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been placed within inclusion will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Inclusion is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been placed in inclusion are supervised by a senior leader. Pupils will not be in inclusion for prolonged periods of time without the explicit agreement of the Head or Deputy Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child has been placed within inclusion. Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as: support from the learning mentor, formulate an individual behaviour plan, meeting with Phase Leader or SLT, off site inclusion and a personalised behaviour chart. Where necessary, external advice and support will be sought from specialist teachers within the special educational service.

9.3 Restrictive interventions, including use of reasonable force

In the very last instance trained members of staff are able to use safe handling techniques to prevent children from injuring themselves or others. Restraint will be used following the appropriate use of diversion, diffusion and negotiation first. Any physical restraint will be reported to the local authority and recorded appropriately using the Local Authority form and CPOMS. Parents will be notified within 24 hours

in writing. Staff will never be asked to compromise their own safety when dealing with unacceptable behaviour. All members of school staff have a legal power to use reasonable force in circumstances where they are preventing or stopping a pupil from: causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder among pupils at the school whether during a teaching session or otherwise.

If a pupil is displaying high levels of emotional or behavioural dysregulation, staff may use seclusion- a non-disciplinary intervention which involves keeping a pupil confined to a place away from others and prevented them from leaving. This will only be used as a safety measure to protect others from harm. Parents will be informed within 24 hours in writing should this measure is used.

9.4 Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour or dangerous behaviour, which has not been improved follow in-school sanctions and interventions.

Definitions of dangerous and serious unacceptable behaviour are previously listed in this policy and includes, but is not limited to:

- The physical assault of another child or adult
- The threat or intent to cause serious physical or emotional harm to others
- Persistent and targeted bullying
- Theft
- Vandalism
- Persistent disruptive behaviour
- The use, or threat of use, of any weapon.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. If pupils are excluded for 15 days or more this will trigger meetings to discuss permanent exclusion and removal of the pupil's school place.

Please refer to our exclusions policy for more information.

10. Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. (Several Times On Purpose- STOP)

Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

11. Safeguarding

Safeguarding is everyone's responsibility and all adults must act upon any concerns they may have about a child's behaviour or welfare. Adults must report any behaviour displayed by a child, which gives reason to suspect that the child is suffering from neglect, trauma or is at risk of significant harm. In these instances, the

procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

12. Searches and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation

Searches

Searching can play a critical role in ensuring that schools are safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. The headteacher has the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item. All searches will be completed in line with the Department for Education Searching, Screening and Confiscation Advice for schools 2022.

Confiscation

Any prohibited items found in pupils' possession as a result of a search will be confiscated.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Prescription Medication and Non-prescription Medication
- Stolen items
- Tobacco, Cigarette papers or Vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage the property of, any person (Including the child)
- Any other items which are banned under the school rules

These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

13. SEN and equal opportunities

The school will also consider whether the displayed behaviour is an indicator that the child's educational, or other needs are not being met. The involvement of the

SENCO and external advisors will be sought. This may include Behaviour Support, Educational Psychologist and Counselling/Therapy services. In this instance, the school will consider whether a multi-agency meeting to discuss the child's behaviour would be beneficial.

14. Transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

15. Links with other policies

The behaviour policy is linked to the following policies:

Anti-bullying

Exclusion

Safeguarding and child protection

Positive handling

Staff code of conduct

Special Educational Needs