

Behaviour and Relationships Policy

April 2026

Federation of Boldmere Schools



Version:

April 2026

Ratified by the Governing Body:

April 2026

Signed by the Governing Body:

Chair: Tonita Whittier

To be reviewed (every 2 years):

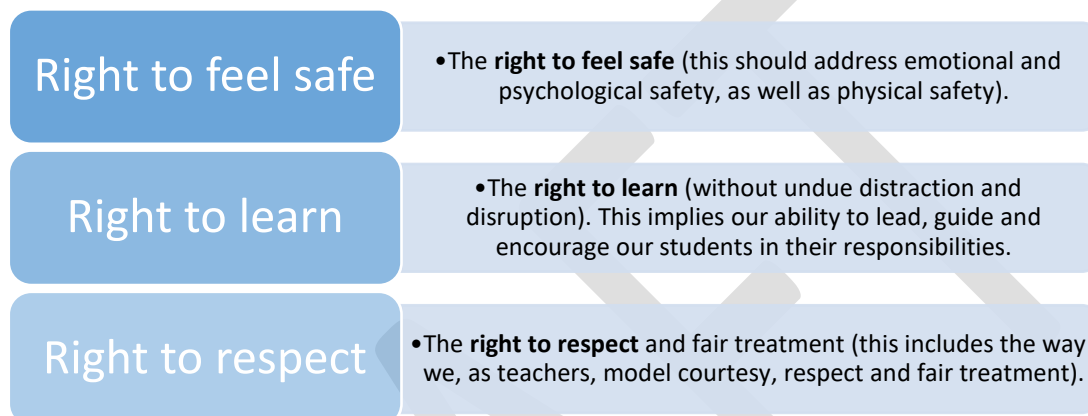
April 2028

1. Aims

Everyone should work together to create a calm, safe and supportive environment where children can learn and thrive. At the heart of our approach are our six core values decided by all stakeholders.

Values	Definition
Respect	To think and act in a way that shows others we care.
Kindness	To think of another person, care for and help them.
Cooperation	To work together towards a common goal.
Honesty	To tell exactly what happened.
Resilience	To be able to bounce back from challenges and to keep trying.
Appreciation	To recognise and value the good things and people in our lives.

Our restorative approach sets clear boundaries about what is acceptable and expected based on our three underpinning rights.



This policy is written and followed by both Boldmere Infant and Junior schools in order to support children during the transitions from Early years to Key Stage One and Key Stage One to Key Stage Two. This includes the resource base setting.

In accordance with the Equality Act, this inclusive policy takes into consideration the needs of all children and allows for reasonable adjustments to be made based on individual specific needs. The Equality act requires schools to provide reasonable adjustments, not exemption from consequences for serious incidents.

Our School's Approach to Behaviour

We aim to:

- Relationships are prioritised in all that we do. Positive, respectful relationships between children, staff, and the wider school community are the foundation for all behaviour expectations and interactions.
- Families are involved in the handling of behaviour incidents to foster good relationships between school and a child's home life.
- We create a safe, friendly, and inclusive environment where children feel happy, secure, and able to grow into healthy, independent, and responsible people.
- Everyone in the school is valued, respected, and treated fairly.
- Clear expectations for behaviour are communicated to everyone. Co-constructed class charters explicitly identify expectations. Maintaining expectations and boundaries around behaviour is vital.
- All behaviour should reflect the values of our school.
- Adults are role models and demonstrate the expected behaviours.
- We follow a consistent and planned approach to managing behaviour.
- We focus on encouraging good behaviour and creating an atmosphere of kindness and cooperation.
- We help children develop their emotional literacy through the implementation of our PSHE scheme Jigsaw, emotion coaching and Zones of Regulation.
- Our behaviour approach makes children aware of their behaviour in order to support self-regulation.
- We take bullying seriously and work to prevent it. We have a strong anti-bullying culture where bullying—whether by children or adults—is not tolerated.
- We track behaviour and intervene when needed to support positive outcomes.

2. Positive Reinforcement

How we promote positive behaviour:

	EYFS & KS1	KS2	Resource Base
Verbal Recognition and Praise	Adults give verbal praise to raise awareness of positive behaviour. Every week, one child from each class is celebrated in the Celebration Assembly, for their attitude and achievements.	Adults give verbal praise to raise awareness of positive behaviour.	Our children require consistent, explicit and meaningful feedback to help them recognise and repeat behaviour. A range of strategies are implemented including the following;
Class Points	We issue class points for positive learning behaviours, effort and contribution. After earning 10 points, children get a certificate. Points reset each half term.	We issue class points (ClassDojo points) for positive learning behaviours and effort. At 25 points, they get a bronze certificate; 50 points earns silver, and 100 points earns gold.	-Verbal praise -Non-verbal praise -Individual reward system/ plans linked to targets -Access to preferred activities -Certificates/ stickers
Values Rewards	Children who show the school values are awarded Team Tokens, which go into year group tubes. When a tube is full, the year group earns a treat (e.g., time on bikes or extra golden time).	Children who show the school values are nominated as Values Ambassadors. They are celebrated in assemblies, and star values ambassadors are chosen each term. Star Values Ambassadors are children specially recognised for consistently modelling the school's values.	

3. Our School Behaviour Curriculum

This visual prompt is displayed throughout school to remind children of the values, rights and stages of our school behaviour approach.



Our school behaviour approach is restorative and allows children the opportunities to raise their behavioural awareness; to make appropriate choices, understand consequences and be able to change their behaviour so that they can make a fresh start- every day is a new day.

It is an approach that sets clear boundaries which are consistent across the schools.

If we want our children to behave in a particular way, we are responsible for making it clear to them how we want and expect them to behave. This should be modelled by all adults within the school setting. All staff should use language to support children in developing their social and emotional skills and to help create an awareness of their behaviour, providing honest and supportive feedback. *(Refer to appendix 1)*

In the main school, we deal with unacceptable behaviour by taking a staged approach. There may be occasions when it is deemed necessary to move to a later stage, if the behaviour is considered more serious.

Staged Approach:

Expected behaviour, to ensure that all children feel safe, respected and can learn (our three underpinning rights).

- Be kind and respectful to others.
- Listen carefully to instruction.
- Complete tasks set.
- Try their best.
- Apply the school values.

Stage 1 and 2 example behaviours:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Lack of application of our school values.

Stage 3 example serious behaviours:

- Persistent low level stage 1 and 2 behaviours (see above)
- Repeated breaches of the school behaviour expectations identified within this policy.
- Any form of bullying or sexual violence (intentional sexual touching without consent)
- Vandalism
- Theft
- Fighting/ hurting another child
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as;
 - sexual comments
 - sexual jokes or taunting
 - physical behaviour like interfering with clothes
 - online sexual harassment such as unwanted sexual comments and messages (including on social media)
 - sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

In our Boldmere Inclusion Base (BIB), the curriculum is designed to explicitly teach pupils the skills they need to regulate emotions, communicate effectively and engage positively with learning and others. The children require structured, repeated teaching of behavioural and social skills.

The curriculum focuses on developing self-awareness, emotional regulation, positive relationships and appropriate responses to challenge. Skills are taught through modelling, direct instruction, visual supports, role-play and consistent reinforcement and are embedded throughout the daily routine.

Regulate, Reflect and Repair (RRR)

We believe that it is important to allow children the time to reflect on their behaviour and to repair in order to put things right. In some instances children require time to regulate before reflection and reparation (this is referred to as RRR).

Regulation may be allowing a child space or it could be an opportunity to co-regulate with an adult.

Reflection will take place when a child is fully regulated. The Zone's of Regulation will be used to guide the reflection.

Where necessary opportunities are given so that the child can take responsibility for their behaviour and find ways to repair and rebuild relationships. This is where a natural consequence is discussed.

Please refer to the Appendix 2 for an explanation of 'The Zone's of Regulation'.

Individual Behaviour Plans

If stage 3 behaviours are being repeated a child may receive an Individual Behaviour Plan where school and home work collaboratively to support a child's needs. The plan identifies possible triggers which could lead to inappropriate behaviour and strategies which can be implemented to reduce these.

Bullying

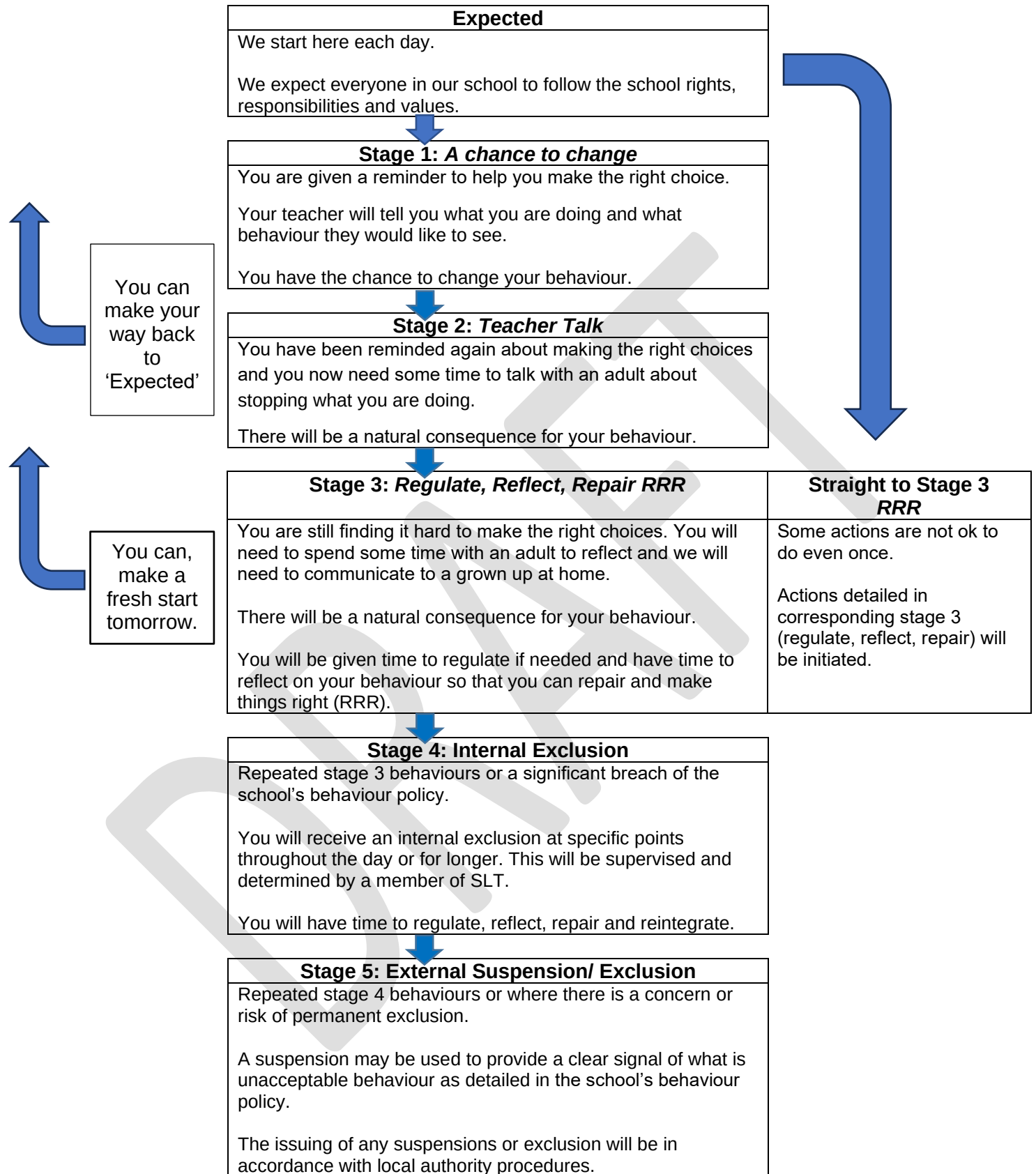
Please see the anti-bullying policy.

Serious Incidents

In the event of very serious incidents, the Head teacher reserves the right to use fixed-term suspension and permanent exclusion as a consequence. When this happens, we will follow the guidance set out by government and local authority. The context of each serious incident is considered when decision making.

Through its statutory guidance issued to schools, the department for education shares that suspensions and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. Further, the department supports Head teachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected

How we encourage positive behaviour and reduce negative behaviour:
The grid below outlines the different stages.



4. Supporting pupils with additional needs

We recognise that to succeed in school, some children will require additional support recognising and managing their emotions and behaviour.

We identify those children through teacher referral and parental referral. We follow a graduated approach where a cycle of assess, plan, do and review is implemented. Parents and external professionals contribute to ensure the child is fully supported.

Where children have high levels of sustained need an application for an Education Health Care Plan (EHCP) may be made. The plan identifies long term needs and support.

To ensure equality of opportunity, we will make reasonable adjustments where appropriate and the strategies used for a child will take priority over rewards and sanction.

For the children in the resource base, their Education Health Care Plans (EHCPs) outline their social, emotional and mental health needs. The provision is clearly documented to support the child.

5. Links with External Agencies

In some circumstances school may seek additional advice and support from external agencies. This may include the support of the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo), accessing counselling, Early Help, Forward Thinking (Mental Health Team), Communication and Autism Team, Speech and Language Therapist, Occupational Therapy, Support Services, Beacon Behaviour Support, Compass Mental Health Support Team, Educational Psychologist or school nurse.

6. Restrictive Interventions, reasonable force and seclusion

In line with the Department for Education guidance "Restrictive interventions, including the use of reasonable force, in schools" (2026), staff may use reasonable force or other restrictive interventions only where it is necessary, proportionate and lawful to prevent injury to a pupil or others, stop a criminal offence, prevent serious damage to property, or prevent significant disruption. The school prioritises prevention through positive behaviour support, early intervention and de-escalation strategies, and restrictive interventions are used only as a last resort and for the shortest time necessary. Such interventions must never be used as a punishment or to enforce compliance. Any significant incident involving the use of force, restraint or seclusion will be recorded and reported in line with statutory requirements and parents/carers will be informed.

7. Managing Malicious allegations

If a child makes an allegation against a member of staff that- after investigation- is determined to be false and malicious, we will consider whether disciplinary action is required against the child. This will be proportional, based on the individual case and take into account the needs and feelings of all parties involved.

8. Related policies

- Anti- bullying
- Safeguarding and Child Protection
- E Safety and Acceptable Use
- Safer Recruitment
- Equality information and objectives policy

9. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Restrictive interventions, including the use of reasonable force, in schools Guidance for school April 2026 DfE
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

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Appendix 1

Language for Behaviour

Strategy	What this is	What it looks like	What to avoid
Rights / rule reminders cue	Bringing children back to the rights and what is expected of them.	Thank you for listening so we all can learn. I can see you are out of your seat, sit down so we can all carry on learning. It is not acceptable to hit, you will need to go to your partner class to think about ____ right to feel safe. In our school everybody has the right to feel safe, hitting did not make Jack feel safe. You need to use kind hand. (Follow stages / consequence)	Shouting, sounding angry, shocked. Don't hit Do rather than don't When rather than no
Describe and Direct	Focus our language on the expected behaviour Describe unwanted behaviour and direct to expected behaviour	Some people are still shouting out – hands up thanks. Settling down...looking this way and listening ... thanks ____ and ____ you are out of your seat (description cue raises awareness) Leave the blinds and face this way (directional cue) A number of children are talking while I'm explaining this to you. settle down, and listen...thanks	Avoid questions – eg: why are you calling out? Avoid just describing what we don't want to see. Thanks is more effective than please.
Acknowledging expected behaviour	Thanking children for expected behaviour Reminding children of the rights	Settle down class, thank you Monkey table. Thanks Praising effort rather than behaviour which is expected.	Over praise to some 'well done you have sat down and listening you are amazing. (over praising badly behaved kids for doing what other do all the time)
Cueing the class	Acknowledging good behaviour, keeping them focus.	Sorry Fox class I'm just waiting for To show me good sitting. Thanks for being focused 5H, I'm just going to talk to the two boys at the back, carry on.	Humiliation, embarrassing other. Over praise for one individual.
Directed choices	Resettle the child, check that know what they are doing, giving two choices.	Greet child, refocus on work, quietly direct. I want you to put that toy on my desk or in your drawer I want you sit next to Hassan or Sian. I want you to stand at the front of the line or next to Sam.	Confrontation Asking why ... Requesting / begging – will you please put that toy down... Avoid demanding / intrusive actions

Take up time	Allowing children time to process, raise awareness of their behaviour, take ownership of their behaviour and act on it Redirecting your attention to other children	Moving away from the child, working with other children to allow them time to act on it.	Repeating the direction too quickly Nagging Standing watching
Clarifying consequences	Where students continue to distract others the teacher will briefly clarify the consequence If you continue...	If you continue to shout out I will have to put you onto stage one / move you	This is said not as a threat but as a clear awareness of the student's responsibility# Avoid secondary behaviour (they may sigh as they do it – but they are doing it!)
Using questions	After a descriptive cue – questions which refocus a child on what they should be doing. Enable behaviour not question it.	– How can I help? What should be doing now? I've noticed you are a little unfocussed – how can I help? Direct question: What, When, where, how What is the school rule? When is it ok to talk in class? Where should we be during play? How could you settle quicker to work? Acknowledge – I know you know this rule, enjoy your playtime.	Avoiding why. "Why aren't you working?" • "Do you want to give me that noisy key-ring...?" • "Do you want to come and take the lesson?" (This to a group of chatty girls in the instructional phase of the lesson.) • "Are you talking ...?" (to students clearly talking, while the teacher is conducting whole-class teaching). Questions digging into the cause of behaviour – the why – are relevant during the mentoring / follow up stage after the event if necessary.
Partial agreement	Acknowledging the child's perspective without giving it too much time and attention.	Even though it's not your litter – it's our school – put it in the bin, thanks. I know you are finding this hard – let's look at it together. I can see you are not enjoying this, let's have a go. I can see you are having a good game – Thursday is your football day.	
Primary behaviour	Refocus the child or yourself on the key behaviour you want to see. Raising behaviour awareness for the child.	Thanks I can see you are listening. <i>Tactically ignoring</i> secondary behaviour where appropriate Using a <i>direct question</i> (rule reminder) to refocus	Getting into a debate about the issue. Confrontation / arguing your point Long discussions about secondary behaviour (tutting,

			singing, doing it slowly, rolling eyes)
Tactically ignoring	Letting children express how they are feeling about what they have to do appropriately without creating more confrontation Maintaining focus on primary behaviour	Redirecting your attention else where Then thanking the child for acting on the primary behaviour	Not picking up on every little thing the child does

Appendix 3: Zones of Regulation

At Boldmere Federated School, we recognise the importance of promoting positive mental health and emotional wellbeing to our children and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children to be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour.

- **Green zone**

Feelings include: happy, calm, ok, ready to learn, thankful and proud.

- **Red Zone**

Feelings include: angry, scared, panicked, overjoyed, terrified, mad and out of control.

- **Yellow Zone**

Feelings include: silly, excited, worried, frustrated, annoyed, embarrassed and confused.

- **Blue Zone**

Feelings include: sick, sad, tired, bored, shy and disappointed

The zones help children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Examples of **strategies** are below:

- **Green zone:** You are ready to learn, listen, complete work, help others.
- **Red Zone:** Talk to an adult, go to a calm space, breathing exercises.
- **Yellow Zone:** Have a drink, squeeze or press something,
- **Blue Zone:** Stretch, draw and colour, take a short break.



Photograph of a Zones of Regulation display that children have access to.

Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us.