



Good beginnings never end.

BEHAVIOUR AND RELATIONSHIPS POLICY



Approved by:

Governing Body

Date: September 2025

Next review due by:

September 2026

Version Control Sheet:

Date	Summary of Changes Made	Author	Version
21.07.2020	Policy written	Kim Dorian-Kemp	1
10.03.22	Policy revised in various places, including: references to newly written Peer on Peer Abuse Policy; inclusion of our Core Purpose and Values; improved clarity regarding Visual Behaviour Triangles and Time Out expectations; addition of Behaviour Choices and Consequences Reflection Form.	Jody Trayte	2
17.10.22	Removal of Exclusions information, as adopted LAT's separate Exclusions Policy	Jody Trayte	3
07.11.22	Policy wording changed from 'Peer on Peer Abuse' to 'Child on Child Abuse' in line with Keeping Children Safe in Education Act 2022	Jody Trayte	4
AUGUST 2023	Policy re-written, to improve purpose, detail, clarity and consistency throughout.	Jody Trayte and Sarah Maddock	5
SEPTEMBER 2025	Policy reviewed and streamlined for clarity by new SLT.	Tessa Saunders, Sarah Maddock and Ruth Pitt	

1. Purpose

This policy has been written so that all stakeholders have clear and collective guidelines to follow whilst working at High View School. These guidelines make clear that staff must:

- Support children to become confident as individuals, whilst understanding the importance of working respectfully in collaboration with others.
- Support children to develop a positive self-image and self-esteem.
- Recognise that the large majority of children respond best to a culture and environment immersed in praise and encouragement.
- Recognise that clear procedures and support networks that need to be in place for when children need additional support to act positively.

2. Aims

2.1 Positive Culture and Learning Behaviour

Our primary behaviour aim is to create a **positive culture**, where children are encouraged and supported to develop **positive learning behaviours** which will enable them to achieve their full potential, both at school and in the wider world.

In order to achieve this, it is expected that all staff will aim to:

- Encourage a happy, caring and hardworking atmosphere.
- Create an ethos which values people as individuals in their own right.
- Create an ethos which values all cultures and develops understanding of other ways of life.
- Develop self-discipline, resilience and independence.
- Nurture self-esteem within each member of the school community.
- Encourage children to show courtesy, consideration and empathy towards others.
- Develop the child's sense of responsibility and consequence.
- Achieve a consistent and predictable approach to both praise and discipline.
- Develop an active partnership with parents as a means of encouraging positive learning behaviour.
- Parents must be aware of the school policy and the standard of behaviour expected of the children.
- Encourage collective responsibility for all child's behaviour and attitudes towards learning.
- Create a consistently attractive, stimulating and well-ordered environment throughout the entire school building and grounds.
- Closely involve the children and their families in creating and taking responsibility for their learning environment.
- Create a learning environment where parents feel comfortable.

All *staff* that work in the school are expected to follow the school rules, model positive learning behaviour and make daily reference to positive learning behaviours so that every child can learn with minimal disruption.

All *children* are expected to follow the school rules and explore ways of modelling positive learning behaviour so that every individual can learn.

All *parents/carers* are expected to support the school's policy for Positive Learning Behaviour. They will also ensure that their children arrive to school ready to learn.

2.2 Promoting Positive Learning Behaviour

We believe that the process of promoting positive learning behaviour begins with the teacher.

It is therefore crucial that the teacher is professional at all times and well informed about the group of children that they are leading, and consistently aims to develop their behaviour through carefully considered effective teacher **expectations, characteristics** and **tools**.

When teachers adhere to these, it is anticipated that children will respond positively and ordinarily be on task and absorbed in their learning -they will be demonstrating positive learning behaviours:

Positive Learning Behavior at High View School is Promoted Through...		
Effective Teacher Expectations	Effective Teacher Characteristics	Effective Teacher Tools
Establish a “can do” culture, and promote positive relationships	Positive “auto-response” Predictable Consistent Knowledgeable Authentic Empathetic	A well-designed curriculum and learning opportunities Responsive teaching Purposeful learning environment
Deliver an effective curriculum	Plan Design Respond Scaffold Personalise	IEPs IBPs
Establish and communicate clear expectations	Decide Communicate Reinforce Redirect and correct Sustain	Seating plans Rules Incentives Rewards Consequences

2.3 Effectively Interacting with Children

Further to the above, we have some clear “**Dos**” and “**Do Nots**” that we expect all staff to consider when interacting with our children across the school at all times:

Do	Do Not
Always look for examples of positive learning behaviour	Look for trouble or be sarcastic
Praise, encourage, praise, encourage, whenever possible	Forget to praise and encourage
Value and respect what the children have to say	Undermine opinions and feelings
Reprimand the child’s <i>behaviour</i>	Say the child <i>as a person</i> is at fault
Always remember that all children have feelings	Use sarcasm
Listen in a calm way and make time for the children	Make them look stupid or ridicule them
Use reprimands and punishments as sparsely as possible	Continually tell children off or add names to naughty lists
Speak calmly at all times: a calm manner encourages a calm response	Shout (unless absolutely necessary) or over-react

Maintain self-respect	Confuse a child's personality with the behaviour
Be consistent and fair	Change the goal posts
Encourage the children to develop independence and encourage them to find their own solutions	Constantly do everything for the child without consideration
Constantly demonstrate a caring attitude	Ignore them or dismiss their ideas
Encourage the children to help and support one another	Let them put each other down
Always take a few seconds to think before tackling a difficult situation	Jump to conclusions
As adults, treat each other with consideration and respect	Argue amongst yourselves or exhibit behaviour which we want to discourage in the children
Reprimand in private whenever possible	Humiliate a child in front of a group
Share concerns with a colleague and always be prepared to ask for help and advice	Bottle up worries

3. Our Rules

To complement Our Values, we have three rules:

<p style="text-align: center;"> Always Ready Always Respectful Always Safe </p>
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These three rules have been carefully considered and chosen, firstly for the safety and consideration for others in mind, but also for their simplicity and scope, so that they can easily be remembered, referenced and ultimately adhered to.

It is noted that they are called 'Our Values' and 'Our Rules', as we aim for pupils to embody these beyond the school grounds.

Although this is not exhaustive, below are some examples of what our rules aim to achieve:

Our rules...	Learners will...	Which enables...	Which prevents...
Always Ready	<ul style="list-style-type: none"> • have equipment. • listen and focus. • be active learners. • be alert. • take responsibility. • be physically and mentally ready. 	<ul style="list-style-type: none"> • children to maximise all learning opportunities and make the most of the learning environment, school community and everything it has to offer. 	<ul style="list-style-type: none"> • wasted learning time, distracting others and being distracted. • poor progress and low attainment. • negative attitude to learning and poor

			behaviour choices.
Always Respectful	<ul style="list-style-type: none"> • listen to each other. • be considerate of others' thoughts, feelings and opinions. • respect the school's environment. • show kindness to everybody. • give each child a voice and value the ideas of others. 	<ul style="list-style-type: none"> • children to be polite; contribute to a safe and positive environment; and be good citizens of the future. 	<ul style="list-style-type: none"> • upsetting others' feelings. • the diminishing of self-worth. • the disruption of the positive culture of the school, and community.
Always Safe	<ul style="list-style-type: none"> • take responsibility for their own actions. • move around the school environment with care and consideration. • be kind to themselves and others. • think before acting. • share their worries and concerns with someone they trust. 	<ul style="list-style-type: none"> • everyone to learn. • a positive and welcoming environment. • everyone to stay happy and healthy. • a positive and welcoming environment, where everyone is happy, healthy and able to learn. 	<ul style="list-style-type: none"> • accidents from occurring. • a dangerous environment. • mental stress. • unhappiness. • an unhappy or dangerous environment.

4. Rewards

We aim to promote positive learning behaviour by giving children who display such behaviour a high profile in our school.

Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities and so build self-esteem. However, it is essential to limit the number of awards and award systems that we have in school to ensure that we demonstrate a consistent approach.

General:

- We adopt a 'positive noticing' ethos in which positive behaviour is noticed, praised and rewarded.

- We celebrate and value both in school and home achievements, through recognition in assemblies and via the school’s weekly newsletter.

Dojo Points:

- We award children Dojo Points linked to Our Values and Our Rules.
- Whenever a child reaches a certain number of Dojos (25, 50, 75, 100 and then in increments of 100):
 - ⇒ they will share this with the Headteacher;
 - ⇒ they will be awarded a certificate;

Achievement Certificates and Golden Tokens:

- We award children Achievement Certificates linked to Our Values and Our Rules.
- Achievement Certificates are awarded and celebrated in the weekly Achievement Assembly.
- When a child receives an Achievement Certificate, they also have the opportunity to receive a Golden Token, which will allow them to choose a book from our vending machine.
- Four or Five children a week (a class a week) are awarded a High View Heroes Certificate, drink and biscuit in assembly. They consistently demonstrate our school rules.

Early Years:

- We recognise children’s efforts at home in early years, through their Golden Moments, which are shared in our weekly newsletter and personally recognised and rewarded by the headteacher.

5. Unacceptable Behaviour Strategy

In order to further support positive relationships and behaviour across the school, we broadly categorise unacceptable behaviour into three levels, so that they can then be responded to appropriately:

Level of Unacceptable Behaviour	Level 1	Level 2	Level 3
	Unacceptable levels of...		
Examples of behaviour	Talking Fiddling Distracting Wandering Passiveness Incorrect uniform	Repeated level 1 OR Refusing to engage Arguing Disrupting Lying Rudeness Defiance Stealing Losing temper Shouting Ridiculing Swearing	Repeated level 1 or 2 OR Repeated aggression Bullying Dangerous conduct Destroying resources Threatening Refusing to co-operate

5.1 Sanctions

When children display unacceptable behaviour, our responses follow a restorative approach, ***focussed on repair***, with the ***primary intention of re-establishing positive learning behaviour as quickly as possible***.

As part of this intention and process, we understand the importance of carefully considered and appropriate sanctions. With this in mind, we have a clear **Sanctions Ladder** that ensures clarity and

consistency around this, for all staff to be able to reference and apply:

Sanctions Ladder				
Sanction		Unacceptable Behaviour		Recording Required
		Level 2	Level 3	
Consider the use of targeted behaviour support, initially through an IEP, or through a dedicated IBP, and/or through engaging with support from other agencies, as appropriate	Exclusion	Level 2	Level 3	Record on CPOMs
	Suspension			
	Internal Exclusion			
	Behaviour Reflection and Coaching Time Out: lunch			
	Behaviour Reflection and Coaching Time Out: break			
	Behaviour Reflection Time Out: other area			
Warning		Level 2	Level 3	Record on CPOMs
Reminder				
Positive Learning Environment				

A child friendly version of this will be displayed in all classrooms.

Bullying

Bullying in any form, by anyone, will not be tolerated at High View School. (Please see our separate Anti-Bullying Policy for further information.)

Child Friendly Definition of Bullying

STOP – Several Times On Purpose. This definition is shared with children at Victoria Road Primary School to allow all children to understand what is meant by bullying.

STOP – can also be used for Start Telling Other People as a way of a child understanding that their voice will be heard and actioned.

Responsible Adults

Whilst all adults within the school are responsible for following and modelling positive behaviour at all times, there are key individuals who have overall responsibility for behaviour.

- Tessa Saunders – Headteacher and DSL
- Sarah Maddock – Deputy Headteacher and DDSL
- Ruth Pitt – Assistant Headteacher and DDSL
- Jodie Elliott – Family Liason Officer and DDSL

The HT will have overall responsibility for ensuring this policy is accurate and adhered to across the school.

Pupil Support – In addition to day-to-day care and support, some pupils require additional support. The HT and will all work together to communicate the needs of the child. Meetings are held with school staff, parents and external agencies (where appropriate) to create a Behaviour Support Plan who may have additional needs surrounding behaviour. When transferring to secondary school, enhanced transition meetings are arranged between High View School and the ongoing secondary school for any child who may have specific additional needs around behaviour.

6. SEND Pupils

As a fully inclusive school, we understand that some children need extra support. In some circumstances, a child may have a separate system for rewards and consequences, which will follow the whole school principles, but adapted for their specific needs.

These will be recorded in their IEP or Behaviour Support Plan.

7. Restrictive Physical Intervention

Please see the LAT (Learning Academies Trust) Restrictive Physical Intervention Policy for further details. CPI trained staff will follow the Crisis Development Model.

8. Zero Tolerance Approach to Sexual Harassment, Sexual Violence and Online Sexual Abuse

We have a separate **Child on Child Abuse Policy**, which outlines our understanding and expectations around this important aspect of school-life.

At High View school, we will use PSHE, RSHE lessons and assemblies to help children understand (in an age-appropriate way) what child-on-child abuse is and we support and empower our children to be able to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

9. Searching & Confiscating

Searching and Confiscation Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. At High View the Headteacher or members of the SLT team (Head of School, Deputy Headteacher and Assistant Headteachers) is authorised to carry out a search. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed below. The senior leader must speak to parents regarding the search.

The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items.

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence,
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco, cigarette papers and vapes;
- fireworks;
- pornographic images.

10. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on:

- The [special educational needs and disability \(SEND\) code of practice](#).
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

11. Roles and Responsibilities

11.1 The Local Governing Body

The local governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

11.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

11.3 Staff

All staff that work in the school are expected to model and make reference to positive learning behaviours throughout the day, using the language of our school values and rules, so that every child can learn with minimal disruption.

11.4 Parents

All parents/carers are expected to support the school's behaviour policy for the promotion of positive behaviour and the raising of self-esteem amongst pupils.