



Joseph Hood Primary School

Behaviour and Relationships Policy

2025-2027



Reviewed: November 2025

Policy Statement

At Joseph Hood, we believe that positive behaviour stems from mutual respect, clear expectations, and consistent encouragement. We aim to foster a culture where pupils are ready to learn, respectful of others, and safe in all environments.

This policy aligns with the DfE's Behaviour in Schools (2022) guidance and compliments our Anti-Bullying, Safeguarding, Equality, and Complaint's policies.

Guiding Principles

At Joseph Hood our fundamental aim is to support and challenge pupils through inclusive teaching approaches, enabling them to become engaged, motivated and respectful learners. We are committed to ensuring that our school creates an atmosphere where all children feel valued and cared for through positive behaviour management strategies. Our practice is underpinned by child-centred approaches, where pupils' strengths are utilised, enabling them to belong, achieve and contribute to their school community.

Our core principles include supporting children's self-regulation skills and emotional well-being, creating opportunities to reflect on behaviour and understanding that all behaviour is communication.

We maintain high expectations of all members of our school community to be kind, respectful and tolerant. Discrimination, of any kind, is challenged to ensure that our pupils leave us with greater awareness and understanding of religious and cultural beliefs. Joseph Hood strives to promote not only awareness but acceptance of special educational needs and disabilities. It is the responsibility of everyone in our school community to uphold our school values and take care of the school environment.

Aims of this Behaviour and Relationships Policy

- ★ Promote a positive, inclusive learning environment.
- ★ Maintain high expectations for behaviour.
- ★ Ensure consistent and fair behaviour management.
- ★ Support pupils in developing self-discipline and accountability.
- ★ Outline pupil expectations for conduct
- ★ Define inappropriate behaviour, including bullying and discrimination
- ★ Define the roles and responsibilities of staff to support appropriate behaviour.
- ★ Outline our positive reward system and pupil support systems, including self-regulation and supported reflection
- ★ Outline our system for managing unexpected pupil behaviour and behaviour of concern.

Whole-School Behaviour Approach

The fundamental principles which underpin our Behaviour and Relationships policy are:

- Relationship Based Approach
- Unconditional positive regard for all pupils;
- No shouting policy; we 'talk' to our children.
- Staff model expected behaviour at all times.
- Clear routines and expectations set and reinforced.
- Positive praise and rewards.
- Early intervention by staff to prevent escalation of behaviours.

Our Behaviour Ethos:

"Be Ready, Be Respectful, Be Safe"



Our behaviour expectations are built around three core principles:

1. **Be Ready** – We prepare for learning and take responsibility for our actions.
2. **Be Respectful** – We treat others with kindness and value our school community.
3. **Be Safe** – We make choices that ensure our own and others' safety.

These principles guide all behaviour expectations and are embedded in our school culture. This underpins everything we do and sets high expectations for behaviour which can be seen, felt and heard across the school. In all of this, a strong emphasis is placed on fostering positive relationships between staff and pupils and on the co-operation and support of parents. We believe that the attitude of parents can have a strong influence on the pupil's response to authority and rules in school.

At Joseph Hood Primary School, all classrooms and school spaces promote a calm, focused, and positive learning environment.

How "Be Ready, Be Respectful, Be Safe" Supports Behaviour Expectations

Each part of this statement underpins positive behaviour in different ways:

1. Be Ready

Pupils demonstrate they are "Ready" by:

- Arriving on time to school and lessons.
- Wearing the correct uniform and dressing appropriately for the weather.
- Having the right equipment (e.g., reading book, PE kit).
- Showing an engaged and positive attitude to learning.
- Demonstrating good learning behaviours (metacognition).
- Listening actively and following adult instructions promptly.

2. Be Respectful

Pupils show "Respect" by:

- Speaking kindly and listening without interrupting.
- Treating everyone fairly, regardless of differences.
- Fostering good relationships with others.
- Using polite language and good manners.
- Respecting school property and tidying up after themselves.
- Considering the feelings of others and celebrating diversity.

3. Be Safe


Pupils ensure safety by:

- Walking inside the building.
- Using equipment correctly and responsibly.
- Keeping hands and feet to themselves.
- Following school rules on playground behaviour.
- Making sensible choices online and in person.
- Understanding who the school safeguarding leads are and knowing their 'five trusted adults'.

Zones of Regulation

Zones of Regulation are used across the school as part of our relationship and restorative approach to supporting children who may be dysregulated, emotionally unable to access learning or displaying unexpected behaviours. They also provide a scaffold for children to be able to communicate how they are feeling, both when they are regulated and dysregulated.

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
 <p>sad sick tired bored depressed</p>	 <p>happy calm content focused alert</p>	 <p>excited worried silly frustrated unfocused</p>	 <p>angry mad yelling mean out of control</p>
<p>We need to help wake up our bodies...</p> <ul style="list-style-type: none"> • Get some fresh air • Have a movement break • Have a drink of water • Stand up and stretch • Talk to an adult 	<p>Let's try to remain focused and ready to learn...</p> <ul style="list-style-type: none"> • I am ready to learn • I am focused • I can help others • I can help my teacher • I can listen carefully • I can complete my work 	<p>We need to help regain control and calm down...</p> <ul style="list-style-type: none"> • Draw or colour a picture • Take a break • Use a fidget toy • Talk to an adult • Breathing exercises • Count to 10 • Ask to go for a walk 	<p>We need to try to stay safe and calm down...</p> <ul style="list-style-type: none"> • STOP what you are doing • Use a fidget toy • Count to 20 • Breathing exercises • Go for a walk with an adult • Talk about your problems

Social Emotional Mental Health (SEMH) Support

We have ELSA's (Emotional Learning Support Assistants) who support pupils with their emotional needs around behaviour. They use a restorative and relationship-based approach to their practice. Parents must give consent for ELSAs to work with a child.

We also fund an SEMH consultant one day a week to support our more complex cases.

Rewards for Expected Behaviour

We celebrate positive behaviour through a structured reward system.

EYFS

In Early Years we:

- Use positive language around the behaviour we expect; rather than saying 'no hitting', ask for 'kind hands'. When a child is displaying more challenging behaviour, remind them of the rule in a positive manner and give them time to process and follow it – don't overload them with too many sentences.
- Discuss your own feelings with the children to make them aware that everyone has them, as well as labelling what you think they're feeling when they behave in a challenging way. Research has shown that labelling feelings reduces the negative effects they are having, helping the child to behave in a more positive way.

In EYFS we use the Characteristics of Effective Learning to encourage the children to understand 'how' they learn throughout the provision and the Star of the Week certificates are based on this. We want to praise the children for their effort in exploring, showing persistence or being proud of themselves for a task. Two children from each class in EYFS receive these certificates and stickers each week in an EYFS Friday Celebration Assembly.



KS1 Rewards

Pupils can earn 'Dojo' points for displaying positive behaviours and following our core behaviour principles. They will move up a ladder system:

- Step 1 – Class cheer.
- Step 2 – Sticker
- Step 3 – Marble in the jar (leading to class treat).
- Step 4 – Golden Ticket (entry into a prize draw).
- Step 5 – Headteacher Award.
- Step 6 – Certificate presented in Celebration Assembly.

KS2 Rewards

Pupils earn House Points through positive behaviours and use the ladder system:

- Step 1 – 10 points = Praise/sticker.
- Step 2 – 20 points = Marble for class treat.
- Step 3 – 30 points = Golden Ticket.
- Step 4 – 40 points = Headteacher Award.
- Step 5 – 50 points = Bronze/Silver/Gold/Platinum Certificates.

Pupils are divided into House Teams, and House Point tokens are awarded throughout the week. The winning house receives a termly reward. The 4 house teams are: Piccadilly (blue), Central (red), Circle (yellow) and District (green).

Our Celebration Assembly takes place once per week, where two children from each class will be recognised in front of their peers. These children will have consistently shown 'expected behaviours' in our school rules and values during the week. The children will receive a certificate to recognise their achievement. Staff are constantly looking for 'expected behaviours' and will provide positive notices (certificates) for any children that are displaying these outside of their classrooms.

Rewards for Good/ excellent attendance:

Good attendance is celebrated. Each week, the class/es with the highest attendance are announced in the weekly newsletter. This class then gets to keep the JOHO Attendance Bear for the week.

We have the following rewards for consistently good attendance.

- 1 term 100% = bronze certificate awarded
- 2 terms 100%= attend Silver breakfast with SLT
- 3 terms 100%= attend silver breakfast AND receive a voucher.

Behaviour Support at Lunchtimes

To ensure structured and enjoyable lunchtimes, midday supervisors:

- Lead organised activities to encourage positive play.
- Reward a "Class of the Week" for outstanding behaviour.
- Refer behaviour concerns to class teachers or SLT.

Roles and Responsibilities

At Joseph Hood, we promote positive behaviour among all members of the school community. The development of respectful and trusting relationships across the school is prioritised.

Pupils

- To practise and develop their self-regulation skills to support their ability to make expected behaviour choices.
- To follow the class code of conduct to the best of their ability and to engage in regular discussions and activities linked to the class rules.

- To be respectful towards the whole school community, showing kindness and acceptance of others' differences.
- To recognise the value in themselves and others in the school and wider community.
- To be safe when at school, both in the classroom and the playground.
- To represent the school well both in and outside of school. Pupils at Joseph Hood are elected to changemaker positions, giving pupils the opportunity to have a pupil voice

Staff

- Will meet and greet children at the classroom door.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Be calm when addressing behaviour concerns; prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all incidents on MyConcern.
- Never ignore or walk past learners who are making / displaying unexpected behaviour choices.
- Develop relationships with pupils so that they feel safe and secure at school through behaving consistently, predictably and reliably; providing structure, routines and boundaries.
- Clarify boundaries and expectations through class agreements about behaviour, ensuring these are meaningful, clearly communicated and regularly discussed.
- Create meaningful and intentional connections with children, by showing an interest in their thoughts and ideas as well as being proactive in creating opportunities for peer connection through circle times, class meetings and trips.
- Endeavour to support co-regulation through calm and consistent interactions with children where support is given to help children process their feelings.
- Be good role models and respond to behaviours appropriately
- Prioritise repair and restoration through restorative conversations, encouraging pupil reflection without causing feelings of shame to a pupil.

Parents

- Support their children in adhering to school rules and expectations.
- Inform the school of any changes in home circumstances that may affect their child's behaviour and discuss behavioural issues with the class teacher.
- Foster good relationships with school and support the school with the implementation of this policy.
- Encourage independence and self-discipline; to show an interest in all that their child does in school.

Senior leaders will:

- Meet and greet learners on the school gates at the beginning of the day.
- Be a visible presence across the school.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.

- Support staff in managing learners with more complex or repeated negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Monitor and respond to any logs on MyConcern.
- Regularly review provision for learners who fall beyond the range of written policies and refer to professional services, such as the Virtual Behaviour Service (VBS).
- Monitor the implementation and effectiveness of this policy

Consequences for Unexpected Behaviour

Low-Level Disruptive Behaviour

Includes, but is not limited to:

- Calling out.
- Distracting others.
- Not completing work.
- Poor attitude.

Response Steps:

1. Verbal reminder and redirection.
2. Move seats or lose a short privilege.
3. Miss part of playtime (children must always have a break).
4. Time out in another class.
5. Referral to SLT.
6. Meeting with parents for ongoing concerns.

Serious, High-risk Behaviour

Includes, but is not limited to:

- Repeated disruption of learning.
- Bullying (including online / cyberbullying).
- Racist, sexist, or discriminatory behaviour or remarks.
- Physical aggression towards peers and/or staff.
- Vandalism or theft.
- Bringing in weapons with the intent to harm

Response Steps:

1. Immediate referral to SLT and investigation started.
2. Parents informed.
3. Restorative conversation with a trusted adult.
4. Further interventions (e.g., behaviour plans, external support, internal isolations).
5. Exclusions considered in extreme cases. Fixed-term or permanent exclusion procedures followed as deemed appropriate by the Executive Headteacher and Governing Body.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's behaviour may be linked to their suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A risk assessment based on prior behaviours must be completed.

Supporting SEND Pupils

We understand that behaviour can be impacted by SEND needs. Staff proactively support pupils by:

- Using structured routines and visual aids.
- Providing quiet spaces for self-regulation.
- Making adaptations as necessary
- Offering alternative strategies instead of sanctions.
- Working closely with parents and external professionals.

Note: Reasonable adjustments will always be made for SEND pupils when issuing sanctions.

Searching pupils

In the UK, searching a primary school child in school is governed by strict legal guidance and must follow specific procedures to ensure the child's safety and rights are protected.

Search Procedures

At Joseph Hood, we do not conduct any searches without contacting parents first. If school has good reason to suspect that a child has a stolen object/s, school will use their relationship approach to calmly convince the child to surrender the object/s. If they refuse, a parent will be called. If a parent decides to give consent, then a senior member of staff, accompanied by a witness and in a safe space, will only search bags, pockets and outer clothing, such as coats and jackets.

School will never conduct a strip search.

If school suspects that the child has a prohibited item and there is a risk of serious harm; senior staff will first try to gain the child's cooperation to surrender the item/s. If the child refuses, the child will need to be isolated until a search can be conducted either by parents and staff, staff and the police or the parent gives consent to staff. Only senior staff will deal with this.

A record must be logged on MyConcern. School will then make a referral to the Hub.

Positive Handling

Joseph Hood Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013)

We will always attempt to use our relationship approach to gain cooperation from the child to cease their dangerous behaviour.

Any force used would always be the minimum needed to achieve the desired result. Key staff at Joseph Hood Primary School would only resort to this in extreme circumstances where a child or adult is in danger and without putting themselves in immediate danger.

A detailed report of incidents must be logged on MyConcern. Parents will be informed of any incident where force or restraint has been used on their child in order to keep themselves safe.

Procedure in the event of a child running away from an adult

If a child runs out of class or the building and does not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil.

Links with other policies This behaviour policy is linked to the following policies:

Exclusions policy

- Child protection and safeguarding policy
- Reasonable policy
- Anti-bullying policy