FOSTER'S PRIMARY SCHOOL

RELATIONSHIPS & BEHAVIOUR POLICY

Adopted on: 01/09/2026

Review Date: 01/09/2027

Signed:

INTRODUCTION

This policy aims to set out the expected behaviour of everyone in our school. At Foster's we recognise that the way we behave and interact with each other at school directly affects our ability to learn, teach and successfully communicate with others. Good behaviour, attitudes and relationships are the backbone for sound learning at school and the key to success and happiness for now and the future. We believe that building upon relationships will shape pupils sense of identity and belonging and therefore encourage good self-esteem and awareness of self and others. Low self-esteem affects behaviour, learning and relationships. A child who has sound self-esteem and strong relationships has a better chance of being successful in all areas of school life, and of being confident and happy to learn.

We believe that wherever children are growing, learning and testing the boundaries of acceptable behaviour there will be barriers. Our success is tested by the way we deal with the boundaries; not by the absence of them. Our policy aims to define 'Green behaviour' and explains how we will encourage children to behave positively within school every day and make choices beneficial to them, their peers and their learning. This policy will also define our methods of discouraging negative behaviour at Foster's Primary School and actions or response that may occur. This policy follows the guidance set out in the Equality Act 2010 and policy is written with due regard to the DfE guidance, Behaviour in Schools 2022 and the requirements of the EYFS Framework 2021. This policy has also been written with Foster's Primary Schools' vision, ethos and values at the centre.

Our school vision and values

Our Vision:
To develop happy, resilient and confident children, with high aspirations, who achieve their potential and become successful, independent, life-long learners. We aim to develop a supportive school community which celebrates diversity, creativity and individuality.

Our Ethos:
All our children continue to be at the heart of everything we do.

Our Motto:
Look up at the stars, not down at your feet. Be curious!

Our Values:
Family and Friendship
Outstanding Opportunities
Safe and Supportive
Tolerance and Teamwork
Equity and Equality
Resilience and Respect
Strength and Success

Our aims at Foster's are:

- To provide a caring, structured and relationship based framework within which our children are encouraged to develop educationally, socially and emotionally.
- To promote an environment conducive to successful teaching and learning to allow our children to thrive.
- To instil a sense of self-discipline and responsibility.
- To develop children's self-respect and respect for others.
- To ensure that every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- For all pupils, staff and visitors to be free from any form of discrimination.

In order to achieve these aims we all have a role to play.

The school is committed to:

- Creating a school culture that promotes excellent relationships.
- Fostering and promoting positive relationships with all pupils, striving for everyone to feel a sense of belonging to the school community.
- Fostering and promoting positive relationships and a sense of belonging to the school community, working in partnership with parents.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Working in partnership with parents to ensure that we share our vision and values.
- Ensuring a well-ordered environment with high expectations of behaviour which, through clear guidelines and consensus, are acknowledged by all.
- Esteeming children as individuals, and respecting their rights, values and beliefs.
- Providing equal opportunities in all aspects of school life and valuing different cultures and beliefs.
- Promoting fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths.
- Promoting pupil self-respect, self-discipline and feelings of social responsibility:
    - through encouraging children to take increasing responsibility for their own actions and behaviour.

Promoting Positive Relationships and Behaviour through 'Excellence Everyday'

Promoting a culture of good behaviour inside and outside of the classroom environment, and developing effective communication skills, is a shared responsibility. All members of the school community: staff, parents, governors, the wider community and the pupils, have a vital role to play and should aim to build positive relationships with one another. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that is intrinsic to our culture of: **'Excellence Every Day'.**

We will further promote this through:

Building positive relationships with children

All staff and adults working within the school environment should endeavour to ensure that:

- All children are treated as individuals.
- There is a positive, consistent approach to discipline where good behaviour is praised and promoted.
- Routinely giving verbal praise for good work and behaviour; the emphasis is on positive behaviour management.
- The school's rewards systems will be used to acknowledge and reward positive behaviour.
- Clear rules are understood and fairly and consistently applied.
- Staff will always ensure that a thorough approach is taken to ensure that those individuals involved are correctly identified.
- Criticisms or behaviour intervention are targeted to the child's behaviour and not the child him/herself.
- All pupils are aware of the consequences if rules are broken and this is openly communicated.
- All pupils are aware of the school's commitment to a partnership with parents in order to support the school's Behaviour and Discipline Policy.
- Showing good work and reports of good behaviour to the Assistant Headteacher, Deputy Headteacher or Headteacher.
- Pupils have opportunity to show good work to other teachers or classes.
- Receiving an award badge, certificate or other recognition during a community assembly.
- The careful display of children's work.
- Informing parents of an achievement.

Meet and Greet Mornings

For children to be ready to learn and engage in positive relationships with adults, they have to feel they belong and that they have a connection with peers and adults. For children who have not yet established a secure attachment, being seen, heard and responded to, grounds them and gives them a sense that they matter. We aim to build these connections from the start of each day with our 'Meet and Greet Morning' protocol.

This means that on entry to the classroom, children should be greeted by their class teacher or in their absence a familiar adult – ideally a teaching assistant who is consistent in their presence in the classroom.

Our ‘meet and greet’ expectations are that staff may…
● Greet the child using their preferred **NAME**
● Establish **EYE CONTACT** with the child, where it is comfortable for the child to do so.
● Let the child lead the way that they wish to be greeted. This might also mean an offer to the child some form of non-verbal, friendly, appropriate **HUMAN CONTACT** such as a high five, a hug or a fist bump.
● **CONNECT** to the child on a personal level with a positive comment or question.

Leadership and Management

- We believe that it is important to build a sense of community in our school led by leadership to establish clear, agreed standards of behaviour that are applied consistently and fairly throughout the school.
- Good communications with all staff on management decisions affecting behavioural issues is essential.
- There is a collective sense of responsibility amongst staff resulting in any child being disciplined or rewarded by any member of staff, should the occasion arise. Similarly, all staff share responsibility for maintaining high standards of behaviour within the school.
- All staff have the authority to handle problem behaviour themselves, without resorting to a senior teacher unless the issue is of a serious nature.

Promoting positive behaviour and relationships inside the classroom

We expect our children to be:

- READY TO LEARN
- READY TO LISTEN
- READY TO BE CHALLENGED.

Being able to self-regulate is central to being ready and we understand the importance of modelling this and supporting children through the process.

Effective classroom management to support positive behaviour

- Respectful relationships will be expected of pupil to pupil and pupils to adults.
- All children should be aware of school, classroom and playground rules, rewards and sanctions. This should be regularly revisited and displayed in classrooms.
- The physical layout of the room and the organisation of resources should be such as to encourage calm and reasonable behaviour.
- Sufficient time should be allowed for tidying the classroom, moving about the building etc, so that children may act in a calm and orderly manner.
- Work should be adapted/scaffolded and matched to children’s stage of learning so as to avoid the possibility of a child becoming bored or frustrated.
- Co-operative work should be carried out in groups of a manageable size so that clusters can be spread throughout the classroom and all children are enabled to participate.
- Activities should be planned to avoid too many children needing immediate attention or support.

- Extension activities (linked to the lesson/learning – not just reading) should be readily available so that children who have finished work a task can continue to learn or reflect upon their progress. They
- Activities should be of appropriate length for optimum concentration and the ability of the learner.
- Children should be actively encouraged to take responsibility for their own behaviour, developing self-discipline and an understanding of the purpose of the school's behavioural code.
- In order to support the above, children should be informed of the purposes and objectives of the work they undertake and the rules they should keep.
- Staff should regularly review their classroom management and discuss any necessary changes or adjustments that need to be made.
- Teachers' planning includes behavioural support strategies for those children who require additional support.

Class Adults

A child's class adults are the most important people to support a child achieving good learning behaviour due to their positive relationship, regular interaction and knowledge of the child. Therefore, they should be central to any discussions/plans that relate to supporting their children in their class.

Class and School Rules

To ensure consistent expectations within all classrooms a set of class rules will be made in collaboration with the children, at the beginning of the school year. The class rules will be developed with age-appropriate language in line with our school values and school rules. Once developed, they will be clearly displayed and referred to regularly.

Foster's 'Learning Powers'

In a quickly changing world, it is no longer enough to teach our children facts or chunks of knowledge alone. Instead, we need to give them the skills they need to face challenges, solve problems, develop resilience and to interact with others. At Foster's we believe in giving our children these skills, teaching them 'how to learn', alongside the necessary academic, physical and social skills. All of the Learning Powers will be displayed and referred to in class and are underpinned by <u>respect.</u>

At Foster's, we will promote these four 'Learning Powers':
Resilient
Resourceful
Reflective
Relationships

Classroom reward systems for good behaviour choices

At Foster's, we aim to actively recognise and praise good behaviour daily, providing a range of rewards accessible to pupils of all abilities. In order to promote a responsible and independent attitude towards learning and recognise good behaviour and learning, we use the following strategies:

✓Various awards/certificates will be given in classrooms and Celebration Assemblies as detailed below. This may include consistently demonstrating acceptable behaviour, good work, effort or displaying additional characteristics expected of a pupil at Foster's.

✓The daily use of 'Good to be Green, Going for Gold' praise and rewards in class.

✓ Positive verbal praise or written praise.

✓ Use of Headteacher/Senior Leaders and other teachers or staff as an incentive to share successes.

✓ Individual House points for good behaviour choices and to build team spirit.

✓ Whole class reward system – class 'behaviour bingo' to strive for whole class rewards.

✓ At the discretion of the teacher, parents/carers may be contacted to inform them of particularly good behaviour so that praise can be shared.

✓Other behaviour management systems alongside the whole school policy, allow for the class teacher to target areas suited to the needs of their.

Traffic Light Behaviour System – 'Good to be Green, Going for Gold'

We recognise the power of praise it is important for all children to feel proud, confident, capable, valued, motivated and happy. To support positive behaviour choices and regulation in class, and to ensure we can recognise, praise or guide continuous good choices, we will have a traffic light system displayed. This is a whole school approach to general classroom behaviour management to ensure all children have a consistent message and all staff have a consistent approach.

We aim for all children to strive everyday in the classroom and in all elements of school life for 'Good to Be Green' and they will be proudly praised and rewarded daily for this achievement.

Green behaviours might be…	Rewards and Responses will be…
• Following school and class rules • Demonstrating Foster's Learning Powers • Speaking politely • Respecting personal space • Keeping hands and feet to myself • Taking turns and sharing • Doing as I have been asked immediately • Being kind, friendly and thoughtful • Using equipment appropriately • Moving around the school sensibly • Always trying my best • Listening and responding to others	✓ Class praise from adults or peers ✓ House points given for showing Green behaviours or attitudes. ✓ Feeling proud of yourself and others. ✓ Maintaining positive relationships ✓ Being a role model ✓ A chance to 'Go for Gold'

We also want children to be recognised where they have gone above and beyond 'green' expectations or children who have demonstrated these positive behaviours and attitudes consistently. Therefore, if a child remains on 'green' they will also have a chance each day to strive for 'Going for Gold'. This will be only be something that a small selection of pupils will achieve daily and this will also be celebrated and rewarded in class.

Gold behaviours might be…	Rewards and Responses will be…
• Going above and beyond over a period of time. • Always being a role model to others. • Being able to play and work with anyone at any time, making sure no one is left out. • Always being kind, respectful and polite. • Exceeding expectations (going the extra mile). • Always showing initiative. • Consistently displaying integrity. • Consistently supporting/mentoring peers.	✓ A Gold sticker will be given to all gold pupils at the end of the day and celebrated in class. ✓ Children who earns 'Gold' will be placed in a raffle for rewards such as: lunch at the 'Golden Table', hot chocolate with SLT or wearing their own clothes. ✓ Recognition of Gold by other members of staff including senior leaders.

ACE awards

ACE (Aspiration, Character, Excellence) awards are a way for additional achievements to be recognised and rewarded. We also recognised that some achievements do not always fit in to the curriculum or cannot always be measured by our 'Good to be Green, Going for Gold' approach. This will be awarded by any member of staff to children who have behaved in a way that exemplifies this aspect of the school vision.

House point reward system

House points will be a system that is used across the whole school as a reward and recognition system. It encourages a team ethos across the school and allows children of all ages to have a common goal.

Invididual and collective House team points are tracked in classrooms using a whole class chart and counted weekly by House Captains and results conveyed to children during a Celebration assembly. At the end of each term, a reward is given to the winning team.

Children will also have the opportunity to be awarded with individual house point certificates which will allow them to be rewarded independently. The top scoring pupil in each class will be rewarded.

Allocation of Houses and House Captains

Children are allocated to a house when they start Reception or when they join the school at a later stage. Where possible, children of the same family are allocated to the same house whilst ensuring that the number of children is fairly balanced.

At the beginning of the each new term, Year 6 children will be given the opportunity to nominate themselves in writing as House Captains and staff (SLT and teachers) will use this

to allocate two House Captains for each House per term. The Captains will wear badges to show their position in the school as they will play an important part in school life.
House Captains will be expected to:

- Be an example of exemplary behaviour and attitude.
- Be a buddy to younger children in their House.
- Collect and count up the house points.
- Contribute to House Assemblies or events.
- Propose ideas that will improve the House System.
- Attend meetings with staff members.
- Lead House rewards.

Captains whose behaviour or attitude is not a good example to others will be asked to stand down from the position

<u>Promoting positive behaviour and relationships round the school environment</u>

School Rules

1. We treat each other with respect and as we would like to be treated so that we can build positive relationships and enjoy our experiences.
2. We practise active listening so that we can learn from one another.
3. We help and encourage each other so that we can make our school a safe and happy place.
4. Everyone participates and co-operates to help everyone to do their very best.
5. We complete tasks and always try our best so we can be proud of ourselves, our learning and the progress we make.
6. We keep our hands, feet and unkind words to outseves and solve our problems or settle arguments by talking about them.
7. We are honest, tell the truth and are kind to each other so that we can trust and respect each other.
8. We look after our school and our belongings so that we have a pleasant place to learn.

● Every individual class has an agreed set of rules which everyone agrees to follow.
● Staff who choose to work in our schools adhere to the Staff Code of Conduct in the Staff Handbook.
● We value strong working relationships and we understand why we have to make reparation when things go wrong.

Relentless Routines – 'Stay Green in Routine'

These are ways that we can continue to promote positive behaviour choices in areas of the school day such as transitions or assemblies. We are working relentlessly as a team to ensure expectations are also high during this time All staff and children should know the expectation, use the language, and address these behaviours all the time.
We will encourage and expect the following:

• Wonderful Walking – left hand side, single file and silent
• Tremendous Transitions – eyes on, voices off, equipment ready
• Legendary Line Ups- forward facing, silent, personal space, line order
• Superb Sitting- good posture, forward facing, voices off, active listening

This will be displayed around the school to be referred to everyday.

Breaktimes and Lunchtimes

- Lunchtime should be seen as a social occasion when quiet conversation and good manners are fostered. The same traffic light system can be implemented at break and lunch and children can move to 'yellow' or 'red' for their playtime choices too and the same protocols would be followed.
- All members of staff on break or lunch duties will be leading engaging activities around school to support children who work more positively with a structure or routine and this will also enable pupil to build positive relationships with a wider range of staff in the school community.
- All lunchtime supervising staff follow the traffic light system which is adapted to suit playground behaviours and must communicate with a teacher if a child has moved to 'yellow' or 'red' and inform the class teacher. The pupil must have time to ensure that they can complete the reflection form during the lunch hour where appropriate. Lunchtime supervising staff must alert SLT/Class teacher for any serious/level 3 'red' behaviour incidents immediately.

To promote a positive play experience we will also expect children to follow our playground rules. These will be displayed for children to see.

FOSTER'S PLAYGROUND RULES

- We treat our playground equipment properly and share it fairly.
- We play fairly, safely and sensibly.
- We speak kindly to each other and get help to solve disagreements.
- If we see someone looking lonely we ask them to play our game.
- We speak politely and respectfully to all staff.We listen carefully to each other and to grown ups.
- We line up calmly and quietly.

Due to our relationship focused and pupil-centred approach, when the above strategies are not successful and low level behaviour continues or is at risk of escalating to more serious behaviours, we endeavour to work with pupils and colleagues to identify a pupil's underlying needs to enable us to stop any behaviour escalation. We would first consider (DfE's Behaviour in Schools guidance, 2022) needs such as:

- Special educational needs (SEN)
- Learning difficulties
- Difficulties with communication
- Mental health issues
- Issues at home (e.g. bereavement, abuse, neglect, criminal exploitation)
- Issues within their social group (e.g. low level fall outs or pupils being bullied)

Managing poor behaviour in the classroom and around school

Sometimes we can all make the wrong choices and at Foster's, we try not to dwell on this too much. If children make the choice not to do the right thing, we work hard to encourage them to make positive choices by using praise, redirecting their choices or using a range of other strategies. We will use **proactive strategies** that are intended to make sure the pupil has what they need on a day-to-day basis to enable them to make these choice and also includes ways to teach the pupil appropriate communication and life skills. The children will be given reminders of 'green behaviours' before sanctions are needed to be imposed so that children have the chance to make the right choices so that they remain on 'Good to be Green'. If these reminders become persistent, and behaviour is still of a low level nature, the children will be moved to 'blue' to consider their choices before being moved to 'yellow'.

All staff are expected to praise positive behaviour choices as well as address negative behaviours if they see it or become aware of it – we are all responsible. It is important that staff share responsibility for managing behaviour and dealing with it promptly to prevent unnecessary escalation; pupils need to see all staff working together and consistently dealing with issues that arise.

<table>
<tr><td colspan="2">Warning</td></tr>
<tr><td colspan="2">Children can be moved to the bottom of the 'Green' if they are at risk of moving to 'Yellow' if a child has needed some reminders of green behaviour expectations and have still not been able to rectify this independently. A child will remain in their classroom and usual routine but appropriate time will be given for child to address behaviour, stating that the next time they will move to 'Yellow'.</td></tr>
<tr><td>Yellow behaviours might be…</td><td>Responses might be…</td></tr>
<tr><td>• Continuous low level disruption
• Fidgeting or fiddling with resources
• Interfering with other people's belongings
• Snatching or taking equipment from others
• Poking, pushing or touching others
• Running in the classroom or corridor
• Moving from my allocated seat
• Distracting others
• Arguing with others, telling lies or tales
• Play fighting
• Speaking disrespectfully to others
• Accidentally hurting someone
• Calling out or making noises</td><td>Level 1
➢ A reminder of GREEN expectations
➢ A warning about the expectation I am breaking and its consequences
➢ Movement of seat within their classroom
➢ Move to 'reflection zone' in classroom
Level 2
➢ Removal from class to reflect and reset for 5 minutes completing the work expected of them. After this time, child returns to their seat/work.
➢ A conversation about my actions
➢ Chance to move back to GREEN as the teacher addresses them positively and reminds child of behaviour expectations</td></tr>
</table>

If a children displays persistent 'yellow' behaviour choices or demonstrates more challenging behaviour choices they will enter the red zone. This could mean a child has

displayed behaviour of a serious nature that means they skip straight to red. Staff will use **reactive strategies** to provide a way to gain control and redirection when a pupil is distressed and displaying challenging behaviour in this way. Children who are moved to 'Red' will complete a level of a restorative conversation which may also take place in the form of a written reflection sheet and, for more serious or persistent behaviour, may have their parents/carers contacted. These more serious behaviour incidents will also be recorded on CPOMS. Staff will use their professional judgement to decide the level of sanction for a child.

<table>
<tr><td colspan="3">Warning: Child is reminded of green behaviour expectations. Appropriate time given for child to address 'yellow' behaviour, stating that the next time they will move to 'red'.</td></tr>
<tr><td colspan="2">Red behaviours might be…</td><td>Responses might be…</td></tr>
<tr><td>Red Level 1</td><td>• Showing a range or persistent level of 'yellow' behaviour after a warning has been given leading to seriously disrupting the learning of self and others</td><td>➢ 5 minute restorative conversation (break) with Class Teacher
➢ Parent may be informed by CT
➢ Chance to move back to 'green' with a fresh start.</td></tr>
<tr><td>Red Level 2</td><td>• Refusing to do work or follow instructions
• Refusing to leave the class for 'Time Out' or reflection/reset time
• Misusing school equipment
• Back-chatting staff or using inappropriate manner</td><td>➢ Loss of break or lunch to complete reflection away from classroom.
➢ Relection form recorded on CPOMS/SLT informed
➢ Restorative conversation with an adult based on reflection form. *Where possible, with adult dealing directly with the behaviour and away from peers
➢ Parent will be informed by CT</td></tr>
<tr><td>Red Level 3</td><td>• Fighting with, or injuring another pupil with intention
• Tormenting, name calling or insulting peers
• Initiating inappropriate physical contact
• Behaving aggressivelytowards people or equipment
• Using swear words or inappropriate language
• Racist comments or abusive language
• Deliberately damaging school property or stealing
• Behaving in a way that is likely to endanger myself or others
• * Any other incident deemed to be of a serious nature</td><td>➢ Risk of loss of entire playtime and/or lunch time with SLT to complete a reflection form.**
➢ Behaviour incident logged in detail on CPOMs by person dealing directly with behaviour.
➢ Reflection form recorded on CPOMS by SLT.
➢ Restorative conversation with staff member and SLT member based on reflection form.
*Where possible, with adults dealing directly with the behaviour and away from peers
➢ Isolation from peers to complete work.
➢ Parents informed by SLT on the day.
**Due to the serious nature of Level 3 Red behaviours in KS2 this will often be a whole break time and may extend to lunch time too and in KS1 this will be for around 20 minutes.
**Bullying, Racist language needs to be reported immediately via CPOMS
**If Red behaviour continues the SENCO/Inclusion Team to be involved and support child with a Personal Behaviour Plan.</td></tr>
<tr><td colspan="3">Behaviours of an extremely serious nature will not be responded to by the traffic light behaviour chart and will be escalated immediately to the DHT or HT for further action and consequences to be determined.</td></tr>
</table>

Please also see 'procedures for dealing with specific and serious behaviour incidents' below

The Restorative Approach – dealing with negative behaviour choices.
Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say (this may be a verbal or written reflection) and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

- **What happened?** *Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.*
- **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- **Who has been harmed/affected and how?** Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.
- **What are the needs of those involved?** Consider what those affected need to feel better, move on, repair harm and rebuild relationships.
- **What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which relationships can be repaired or move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

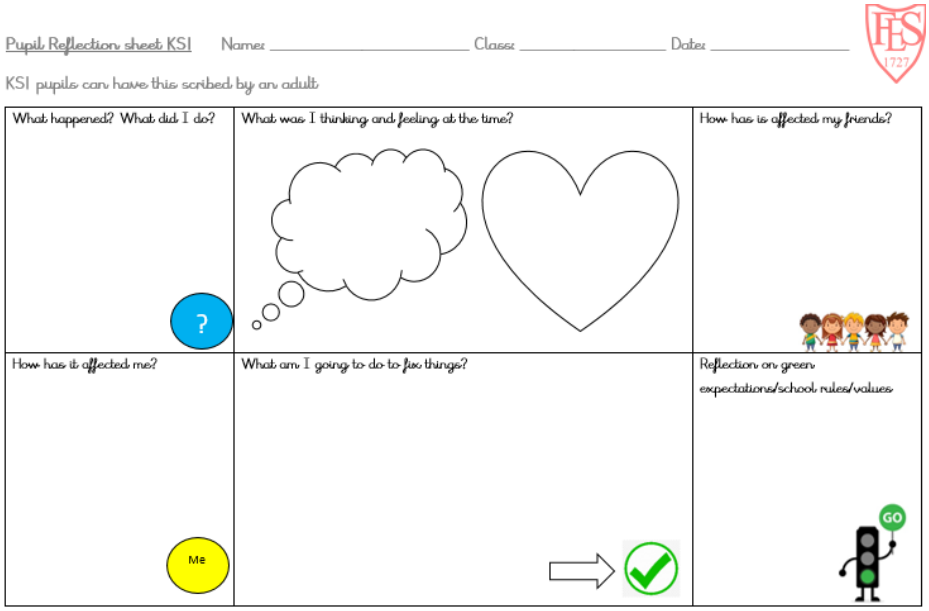
All staff working within our school use active listening skills, suitable body language and tone when dealing with a conflict, whether it involves them directly or not. This enables them to draw out more from those involved and not impair existing relationships. This includes:

- Being attentive to recounts and feelings
- Asking open-ended questions

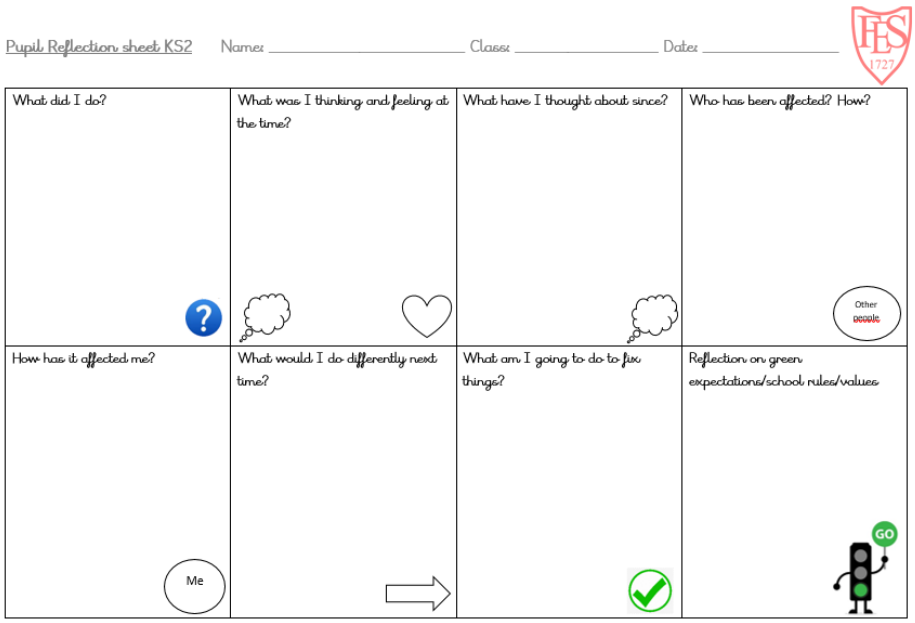
● Asking for clarification or paraphrasing
• Summarise with an aim to move towards restoring relationships and coming up with solutions.
When working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources/cues are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed by the class teacher and the SENCO in the first instance.

Red behaviour reflection will be supported with the following forms:



KS1 Reflection form



KS2 Reflection form

Procedures for dealing with Specific and Serious Behaviours Incidents

- In cases of persistent misbehaviour that cannot be overcome using the classroom strategies and traffic light approach, teachers will work with the senior leaders and the SENCo to create an Individual Behaviour Plan. This will be shared with other staff and parents.
- The Child, Parents and School may draw up a Pastoral Support Programme.
- The School may consult outside agencies e.g. Educational Psychology Service or the Pupil Referral Unit, in order to provide advice and support for all concerned.
- The School may make fixed term exclusion for up to 5 days. 45 days in a single academic year will automatically trigger a permanent exclusion.
- The School may seek a permanent exclusion.

In the event of exclusion the Governing body will be consulted and all actions taken will be in accordance with LEA and Government guidelines. The Deputy Headteacher has authority in the Headteacher's absence, but should inform the Head about any serious behavioural issue. Should both the Head and Deputy be off site, then the collective responsibility lies with Assistant Heads who will seek appropriate guidance as required.

Fighting

- The children should be separated and calmed down as quickly as possible. They should be invited to discuss rationally and calmly the reasons for the fight. A cooling-off period may be necessary, and it is important that the adult investigating the incident does not become drawn into it. A fight should be brought to the attention of the Head teacher or the Deputy (or Assistant Head in their absence).
- It must be emphasised that fighting is not acceptable and will never be tolerated.
- The 'Red' behaviour response should only be used at a point appropriate to the severity of the incident.

- The Headteacher or Deputy Headteacher should be informed and appropriate sanctions to be enforced, including informing parents of the incident. Repeats of incidents to be monitored.

Violent Behaviour

- If possible, withdraw the child from the situation, seeking assistance from other staff if necessary. Failing this, other children must be moved to a place of safety. Reasonable force (see 'Use of Reasonable Force and Positive Handling'), may be used to restrain the child from causing a danger to either him/herself or others. The age and understanding of the offender should be taken into account.

Vandalism

- Intentional vandalism should be treated as a major misdemeanour the first time it occurs. The child may be given the opportunity to make good the damage. As with violent behaviour, the age and understanding of the offender should be taken into account.
- Reasonable force may be used to prevent damage to property.

Stealing

- The class teacher should try to discover the whereabouts of the missing object, giving ample opportunity for its return with the minimum of publicity.
- If this fails, all children may be asked to look in their trays, bags, pockets etc
- If the missing object is not found then the class teacher should inform a member of the Senior Leadership Team.
- Neither the Local Education Authority nor the school can be held responsible for the loss of personal items that are brought to school at the owner's risk.
- Consideration must be given at all times to the age of the children involved. Very young children are often not aware that they are 'stealing.' Action in these cases should be at the discretion of the class teacher.
- If a child is known to have stolen on more than one occasion, then the offence becomes a serious misdemeanour and is dealt with further up the sanctions ladder.

Possession of Dangerous or Illegal Objects and Substances

- No child should bring to school any dangerous implements or items that might be a hazard to other children or staff. This includes matches, lighters, scissors, catapults or knives (please note- any incidents which include a knife will be considered incredibly serious and teachers who suspect that a child is in possession of a knife will need to follow the same process as any safeguarding issue and contact the DSL as a matter of urgency). Any child caught in possession of any dangerous item will forfeit the item until it is returned to their parents/carers or possibly the police. This will be viewed as a major misdemeanour.
- Searching and screening pupils for dangerous/illegal items is conducted in line with the DfE's latest guidance on searching, screening and confiscation (2022).
- The possession of illegal substances will not be tolerated and will immediately be defined as a major or serious misdemeanour requiring parental involvement. This may include knives or weapons, fireworks, alcohol, cigarettes (or associated

paraphernalia), pornographic images, illegal drugs, stolen items or any other article likely to be used to commit an offence, cause injury or damage to property.

- In any such cases, parents or carers will be informed. Objects will be returned to parents/carers or handed to the police (at the school's discretion).
- Possession of dangerous or illegal substances or objects may lead to exclusion.

Upskirting

Upskirting involves looking up or taking photos underneath clothing to expose the genitals and/or buttocks without the victim knowing.

- Staff should be alert to different methods by which this can happen, including leaving mobile devices on the floor with recording switched on.
- Any instances of upskirting will be considered to be a major misdemeanour and teachers who suspect that a child has been involved in upskirting will need to follow the same process as a serious safeguarding issue and contact the DSL as a matter of urgency.
- Parents/carers will be immediately notified and the police may be involved.

Child-on-child abuse

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it.

Child-on-child abuse is most likely to include, but may not be limited to:

• Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
• Abuse in intimate personal relationships between peers
• Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
• Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
• Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
• Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
• Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
• Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

If there is evidence of child-on-child abuse, the DSL (Mr J Hemley) will complete a risk assessment which will inform whether the incident needs to be:

- Managed internally
- Referred to early help

- Referred to children's social care
- Reported to the police

The response to each incident will be decided case by case but will be proportionate and balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator.

The following factors will be considered-

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. Creating a culture and ethos of respect, tolerance, acceptance and diversity makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Children at Foster's are encouraged to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is and that the school will-

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse
- Educate them on their rights

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Targetted at an individual or group of pupils
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Use of reasonable force and Positive Handling

Wherever possible use of reasonable force and positive handling will be avoided, but if, following an assessment of the situation, there is danger presenting to the child, a member of staff or property, then appropriate positive handling may be used. It may also be necessary, for a child to be escorted to a safer environment. The use of positive handling, if possible, will be carried out by the Senior Leadership team of the school or any other trained member of staff. Where real dangers exist, any member of staff may feel it necessary in terms of health and safety, to act if a senior staff member or trained member of staff is not quickly available.

Pastoral Care

* We believe that if pupils participate in rule making and taking responsibility for their own actions they are more likely to recognise the necessity for behavioural guidelines and understand how they can be applied fairly and equitably.
* We aim to maintain a caring and positive attitude towards discipline, fostering and promoting good relationships and a sense of belonging to the school community. However, it is important to be alert for situations such as sickness, emotional upset, tiredness, family problems etc that may affect the child's normal behavioural patterns.

Parental Involvement

We believe that parents have a crucial role to play in shaping the attitudes that produce good behaviour in schools. Parents provide guidance and a good example by their own

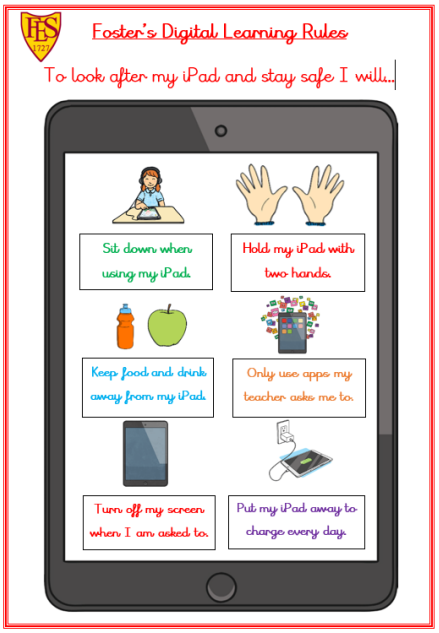
behaviour. We believe that a good relationship between school and parents is essential and, to facilitate this, when a child starts school the parents are invited to an induction meeting. At this meeting the school's relationship and behaviour policy is clearly explained and parents are invited to support the behaviour within the school and the teacher's role.

Digital Learning and 1:1 iPad Use

At Foster's Primary School we are committed to providing an engaging, safe, and responsible digital learning environment. The use of 1:1 iPads enhances teaching and learning by allowing students to access a broad range of educational resources and develop essential digital skills. Before the children will be allocated a 1:1 iPad, the pupil and parent/carer must provide school with a signed copy of the 'Digital Learning Agreement'. To ensure iPads are used appropriately and responsibly in the classroom, the following expectations must be adhered to by all pupils:

Expectations for Pupils

- **Respect and Care**: Pupils must treat their iPad with care, ensuring it is used only for educational purposes and kept in good condition. If an iPad is left unattended it must be returned to an adult.
- **Responsibility**: iPads must be fully charged each day and stored safely when not in use.



- **Appropriate Use**: Pupils must only access apps, websites, and content as directed by their teacher. Use of the iPad for games, messaging or personal photos/videos during school hours is not permitted unless specifically approved by a staff member.
- **Digital Conduct**: Pupils must communicate respectfully and responsibly online, using positive and appropriate language in all digital interactions.
- **Privacy and Safety**: Pupils must never share personal information online and must report any content that makes them feel uncomfortable or unsafe to a trusted adult immediately.

All classes will also display and regularly refer to rules that will support effective implementation of iPads during he pupils digital learning journey.

Teacher and Staff Responsibilities

- Ensure clear guidance is given around appropriate iPad use in each lesson.
- Monitor pupil activity and intervene if digital behaviour expectations are not being met.
- Promote safe and respectful digital citizenship.

Consequences for Misuse
Misuse of iPads will be taken seriously and may result in:

- Temporary or permanent restriction of iPad privileges.
- Restorative conversations to address the impact of misuse.
- Parental contact and involvement where necessary.
- Further disciplinary actions in line with the whole-school behaviour policy if misuse is repeated or severe.

Misuse of Password, Codes or other Unauthorised Access

The authorised user for the iPad is the pupil of Foster's Primary School. The iPad must be used for educational purposes, or purposes set by the teacher. Any user caught trying to gain access to another user's device, files or data will be subject to disciplinary action.

Partnership with Parents/Carers

We value the support of parents/carers in reinforcing safe and respectful digital habits. Parents are encouraged to:

- Monitor home use of technology.
- Discuss appropriate online behaviour with their child.
- Inform the school of any concerns related to digital use.

Lost, Damaged or Stolen iPad

If the iPad is lost, stolen or damaged, the school business manager and Headteacher must be notified immediately, with a report on how it was lost, stolen or damaged. Where the iPad requires a repair as a result of negligence, parents will be required to contribute to repair costs (iPads are rarely subject to physical damage if cases are not removed).

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

- Exclusions policy
- Child protection and safeguarding policy
- Bullying Policy
- Digital Learning Strategy and Agreement