Positive Behaviour and Trusting Relationships Policy

Phoenix FEDERATION

Chair of Governors: _____

Executive Headteacher: Mr. Dean Gordon NPQEL

Date: April 2026

Date to be reviewed: April 2027

Our Aims

At the Phoenix Federation, we strongly believe that all children have the right to learn in a safe, secure and encouraging environment where accelerated learning can take place.

The aim of this policy is:

- To develop, in children, a sense of independent self-regulation and an acceptance of responsibility for their own actions, taking accountability.
- To create a purposeful learning environment that fosters a love for learning and challenge.
- To support children to become responsible, positive independent members of the school and wider community.
- To support all adults in actively building positive relationships with all pupils so that children feel safe and secure in school.

Behaviour Ethos

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through the Zones of Regulation and being attachment aware, we strive to create an environment that is conducive to learning. Key principles from ongoing training means that we understand the following:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Behaviour is a form of communication of an emotional need (whether conscious or unconscious)
- The importance of taking a non-judgmental, curious and empathic attitude towards behaviour
- Maintaining clear boundaries and expectations around behaviour are key to children feeling secure. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to feel safe, pupils' educational environment needs to be high in both nurture and structure. Children need predictable routines, rewards and consequences, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH (Social, Emotional and Mental Health) needs
- The need for adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support

The above will be kept in mind when supporting children with their behaviour at each stage.

Roles and responsibilities

Our Federation values underpin all that we do at Grinling Gardens, Grinling Gibbons and Lucas Vale Primary Schools.

We are:



Governing Body

The governing body is responsible for:

- reviewing and approving the behaviour policy
- holding the senior leaders to account for its implementation

Senior Leadership Team

The senior leadership team is responsible for:

- reviewing this behaviour policy in conjunction with the governing body.
- ensuring that the school environment encourages positive behaviour
- dealing effectively with poor behaviour
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly

All Staff

We understand that all adults in school are part of the context in which children are behaving and that our own behaviour has an impact on theirs. Staff deal with situations in a positive and calm manner, adopting an inclusive and proactive approach to unacceptable behaviour. A toolkit of de-escalation strategies are used to diffuse situations as required.

All staff are responsible for:

- building positive relationships with children
- meeting and greeting children when they come into the classroom
- planning lessons/activities that engage, challenge and meet the needs of all learners
- creating a culture of trust with the children

- proactively managing behaviour at all times so that serious incidents do not escalate
- being actively aware of how their body language and behaviours can impact on a child
- following up on behaviour promptly so that learning can resume
- implementing the behaviour policy consistently
- modelling positive behaviour and respect at all times
- explicitly teaching, and highlighting, the positive behaviours that we expect from children.
- providing a personalised approach to the specific behavioural needs of particular pupils
- raising the expectation of behaviour within the school so that children strive to be the best that they can be
- supporting pupils, where possible, to feel responsible for regulating their own behaviour
- holding restorative conversations with children

Parents

Parents are responsible for:

- signing and supporting their child in adhering to the pupil code of conduct
- informing the school of any changes in circumstances that may affect their child's behaviour, i.e. a bereavement in the family

Children's Code of Conduct

At the beginning of the school year, each class will discuss and agree a class 'code of conduct'. Every child in the class will be expected to understand and sign this agreement.

This should:

- be agreed and understood by all class members
- be displayed prominently in the classroom and referred to on a regular basis
- be illustrated with symbols/and or photographs (dependent on year group)
- be phrased positively (e.g. 'always speak politely' rather than 'don't be rude')
- be reviewed at the beginning of each new term
- be linked to our school values

Our Approach

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible, try to deal with situations yourself to enhance your own credibility and authority.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.
- We do not shout, unless a child is in danger and the shouting is to prevent this.

Rewards and Sanctions

Rewards

As a federation, we support children from very early on in their school life to feel an intrinsic sense of pride and achievement for being part of our school and striving to be the best that they can be. We strongly believe that intrinsic satisfaction is key to pupils taking ownership of their behaviour and resolving disputes without staff 'micro-managing' situations for them. Where pupils go above and beyond, we offer rewards as follows:

Class Dojo

Class Dojo Reward System- Children receive individual points for positive behaviours displayed in and around school. All staff are expected to give children 'dojo points' when they notice them displaying these behaviours. Positive behaviours that children receive points for are agreed at the start of the school year by the senior leadership team and class teachers. These link directly to our class code of conduct agreements.



Golden Globes

Each class has a jar ready to be filled with 'golden globes'. When an adult in the school (who is not a member of the class team) notices a class displaying exemplary learning behaviour and the school values, they may award the class a 'golden globe'. Once a class has filled their jar, they are then treated to a reward. This is to be agreed by the children and the teacher and could take the form of an own clothes day, or some free time one afternoon.



Assemblies

Each Friday, in assembly, children in each class are chosen by their teachers to receive awards for displaying excellent learning behaviours across the curriculum that week. In addition, the Executive Headteacher, deputy and assistant headteachers will give out 'Headteachers Awards' and stickers. These are awarded to a child who has demonstrated one of our school values in an exemplary way.

Lunch time 'green cards'

Children who display our federation values at lunchtime can be awarded a 'green card' by a member of lunchtime staff. If a child earns five green cards, they can take them to the Executive Headteacher or Deputy Headteacher to receive a reward.

Negative Behaviours

Low-level disruptive behaviour

Staff work hard to ensure that pro-active strategies are used continuously to prevent disruptive behaviour from occurring. When behaviour falls below our high expectations, children will need time to reflect on the choices they made.

If children need help to regulate after positive praise strategies have been used:

1. Reminder of class rules and expectations

Children will be reminded of the class rules and expectations. This will be done discreetly and in private whenever possible.

2. Help to choose a Zones tool

Children will be supported to regulate by naming their feelings and selecting an appropriate tool to help manage them (breathing, time in a calm area, talking with an adult etc).

3. Help and support from an adult outside of the classroom

At this point, an adult from outside of the child's own class or a senior leader may be called to support the child's regulation. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

4. Restorative justice conversation

Sometimes children may need to have a conversation about their behaviour with adults in their own classroom or another adult from the school (could be a trusted adult or a member of SLT). Appendix 05 shows an example of a conversation script and reflection sheets that could be used. These will be adapted according to the age and needs of each individual child but will be centred around these questions:

High-level disruptive behaviour

When a child's behaviour is deemed to be unsafe (physical aggression; verbal aggression; persistent refusal to follow direction; bullying), the child will need to leave the classroom/ playground and spend time with a member of the senior leadership team. This time with a senior leader will be used for de-escalation, and, when the pupil is ready, for a restorative conversation. Parents will be informed if their child has needed to leave the classroom for unsafe behaviours.

Time outs

At certain times it may be necessary to give a child time out from the classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class where they will reflect upon their behaviour. No adult should accept more than two children at a time. For more serious incidents, children may need to be sent to, or, in extreme cases, be removed by, a senior leader. A child should always be escorted by an adult or responsible child. Parents are informed if their child is sent out for a longer period of time. The class teacher, in accordance with a senior leader, may impose a loss of privileges for a set amount of time. Appendix 01 gives more details on this.

Risk assessment

We put a risk assessment in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day.

Team Teach

We have members of staff who are trained in positive handling (Team Teach) and on the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. This option is always discussed with the parents after the event and referred to on the IBP and risk assessment as a strategy to be used if a child puts themselves or others at risk frequently.

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:

- Deliberately hurtful
- Repeated, often over a period of time
- 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
Racial	Racial taunts, graffiti, gestures
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

Incidents Online

The Phoenix Federation operates a zero-tolerance position, and we deal quickly with incidents when they occur. Incidents are fully investigated, appropriate measures are taken, and the children involved will take part in a restorative conversation with a member of SLT. The details of this will be recorded on SIMS. Parents are kept informed of any incidents of bullying, cyber bullying, racist or homophobic bullying in relation to the victim and/or the perpetrator. Children are given opportunities to talk about any concerns with a member of staff that they trust and are given strategies to deal with these issues. We recognise that the use of technology and mobile devices creates situations in which children use language online or in text messages which is abusive and inappropriate, and which they would not use in a face-to-face interaction. We routinely teach children about being safe online and an important part of this is to teach them that there are important differences in the way we communicate face to face compared to online. We also teach them what to do in situations where they are met with unkind language or bullying and who they need to report it to. When dealing with situations regarding online/cyber bullying, the school follows the same zero tolerance approach and deal with it in the same manner as other types of bullying.

Racist & Homophobic Incidents

The Phoenix Federation Primary recognises that some children bring views with them into school which are not in line with our inclusion and equal opportunities policies. This includes racism and homophobia, and the use of racist and homophobic language. Incidents are investigated sensitively but will be challenged. This is done through conversation, assemblies and PSHE. Children are encouraged to have respect for one another and to develop their own positive moral code. Appropriate measures are taken, and incidents are recorded on SIMS.

When our approach does not work

As a school, we understand that our whole school behaviour systems are unlikely to meet the needs of all of our children at all times. For pupils who present with more challenging behaviour, we will adapt our approach to meet individual needs. When this is the case, a Team Around the Family meeting will be held and an individual behaviour plan will be created by the class teacher, the parent/guardian and a member of the senior leadership team. A member of the senior leadership team, in accordance with parents, may also choose to refer child to the Lewisham Outreach Team, a service which supports children in school who are displaying unexpected or challenging behaviours, or to another external agency to provide support – all plans devised plan that is in line with our school ethos and values. We also looked at agreed timetables and discussed key strategies to make your child successful. If, despite these changes, we still feel that your child poses a risk to themselves or to others, we will take the following steps:

1. A member of the Senior Leadership Team (SLT) will contact you to come into the school, for example, to help your child to regulate.
2. A member of the SLT will arrange a meeting with you to discuss the possibility of putting your child on a reduced timetable for a fixed period of time.
3. Should the above strategies not yield the desired impact, your child could face a fixed-term suspension of 2 to 4 days. This is not something that we do lightly.

We are committed to promoting positive behaviour through a restorative and supportive approach. Suspension is considered only as a last resort, and only after all other strategies and interventions have been explored and implemented. We aim to work in partnership with pupils, families, and staff to resolve issues, repair relationships, and restore behaviour to an acceptable standard before any decision regarding suspension is made.

Playtimes and lunchtimes

Our high expectations of behaviour remain the same during playtimes and lunchtimes. It is the responsibility of all members of our school community (staff and children) to ensure that the playground is a safe and happy place.

- Midday Meal Supervisors work hard to ensure that there is a breadth of activities for children to take part in. This actively supports children's social skills and reduces opportunities for disputes.
- For pupils who find social communication challenging, one member of the team runs a small group session on the playground. This is to ensure all children feel happy and safe at recreational times of the day.

Staff development and support

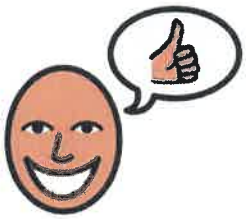
All staff are provided with training on managing behaviour as part of their induction process. Appendix 02 of this policy will be used to scaffold that support. It can be referred to by staff at any time. Where pupils need specific support to regulate their behaviour, i.e. they have a specific special educational need, additional support and training will be provided for staff by a member of SLT or an appropriate external agency.

Appendix 00 – reward visuals

Rewards at the Phoenix Federation



ClassDojo
dojo points



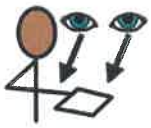
a well done!



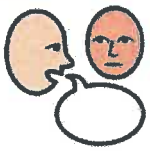
awards in assembly



golden globes



show work to another adult



tell adults at home

Appendix 01 – examples of actions and possible consequences

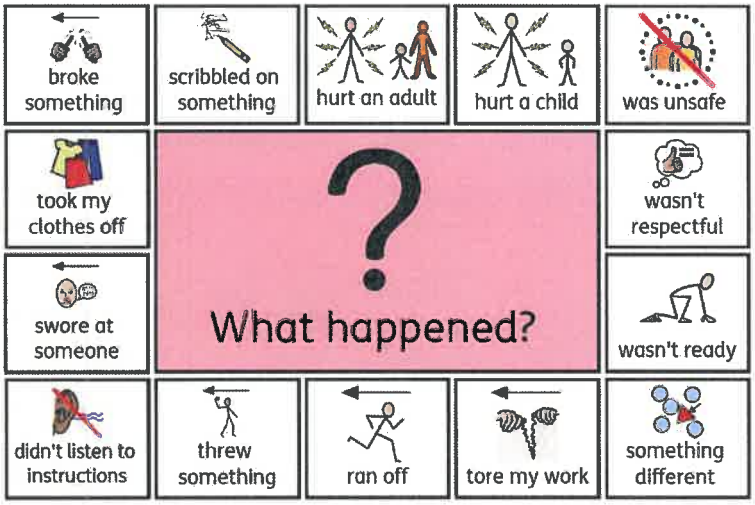
Action	Consequences
Not following school rules	Reminder of expectations and what they should be doing "walking feet and indoor voices in the corridors."
Non completion of set work	• Reminder of Zones tools - movement break, work in a quiet area, use of fiddle toy • Expectations reset and support given • Work to be completed at another time eg. instead of a preferred activity/play time
Leaving class without permission	• Time to de-escalate with trusted adult • Support given to re-integrate • Work to be made up
Continued unsafe behaviour including fighting, presenting danger to others, self or building	• Removal from rest of the class • Positive handling may be needed • Meeting with parents/carers • Internal exclusion if necessary • Restorative justice conversation before re-integration
Any form of prejudice	• Recorded on CPOMs • Parents/carers informed • Internal exclusion if necessary • Restorative justice conversation before re-integration
Violence towards peers or staff	Removal from other children to de-escalate with a trusted adult • Positive handling if necessary • Meeting with parents/carers • Restorative justice conversation before re-integration • Upon investigation, the EHT will decide if a suspension is necessary (internal or fixed term)

Appendix 02– example of an individualised behaviour plan

	XXXX's Behaviour Plan							
Successful behaviours	Behaviour	Triggers	Early Warning Signs	Pro-active	De-escalation	Re-active	Post-active (including consequences)	Staff involved
Talking openly to adults Following instructions first time Working with others in a group Naming behaviours Asking for help	Throwing objects / destroying/ hitting Verbal aggression/name calling/swearing Fighting Hurting other pupils or adults	Demands placed on Change to routine xxx's demands not met Transition off the playground Sensory overload Disagreements with others Raised voice Embarrassment / not being chosen	Refusal to follow instructions Heavy breathing/ sighing Quiet/low level destruction Not accepting what an adult has said Name calling Shouting	Praise and rewards given for green behaviours Warnings of transition and 1:1 support at these times Clear and structured personalised timetable (out of class times after high-arousal) 1:1 ZoR support 3 x per week	Time out Remind to use words and explain what is wrong Remove harmful items Adult to calmly monitor when yellow behaviours present	**No demands to be made** **Low voice** **Do not chase** Provide one-minute time to make the right choice Remind of what will happen if he continues Offer alternatives to behaviour or situation May need to use positive handling if child or others in danger – two members of staff Call SLT if needed	Need to complete original demand Reduce demands after Lose desired items If we feel XXX is in danger, we will ask a parent/guardian to come to school Restorative conversation with 1:1/SLT	Class staff SLT called

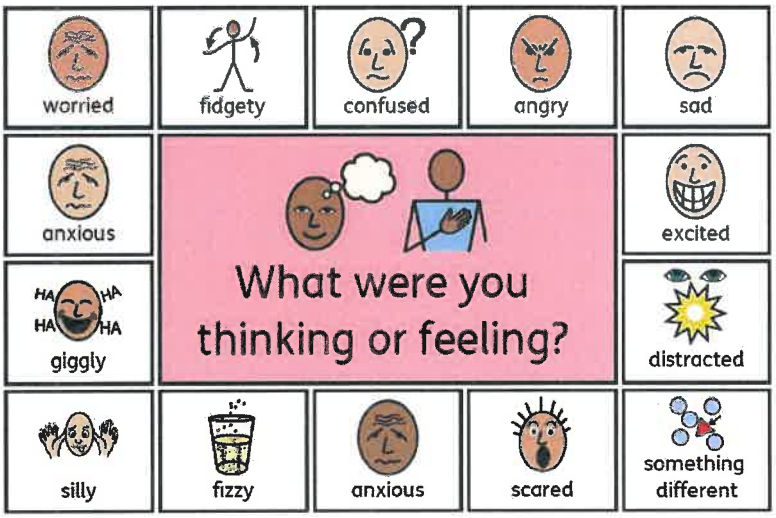
Appendix 03

EYFS/KS1 reflection sheet



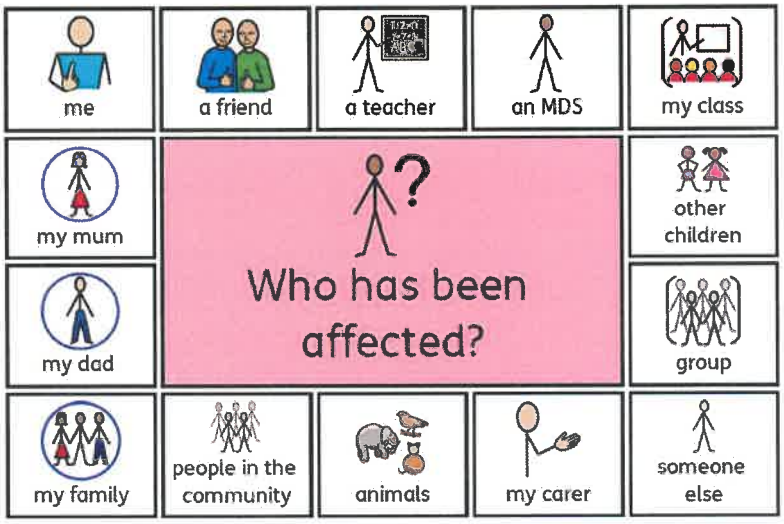
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Name: Class: Teacher supporting:

Appendix 04 – KS2 reflection sheet

What happened?

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What were you thinking or feeling?

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Who has been affected by this?

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What needs to happen to put it right?

Write a letter/ talk with someone/ say sorry to someone/ fix something/ tidy up/ clean something/ something different/ get dressed/ finish my work/ make a plan/ make a change/ have thinking time

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.....

Name: **Class:** **Teacher supporting:**

Appendix 05 – Adult support printout

Restorative approach:

1. What happened?
2. What were you thinking?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

Appendix A

PARENT CONTACT / MEETING SUMMARY

Student name:
Year group/Class:
Date:
Walk in meeting / Booked meeting / Phone call
Staff and Parent involved:

Key Issues/Topics:

Actions:

Parent signature:	Print name:
School signature:	Print name:

GRINLING GIBBONS
PRIMARY SCHOOL

APPENDIX B

Behaviour Home / School Agreement

Pupil: _____ Class: _____

We believe that pupils learn and achieve best when the home and school work together in partnership.

As a parent / carer, I will:

- Make sure that my child arrives in school on time – doors are open from 07:30am (breakfast club) and children are expected to be in class by 8:30 am.
- Make sure that my child attends school every day where possible, and where necessary, inform the school promptly of any illness or appointments by phoning the office before 08:45am
- Accept that my child's regular school attendance is my responsibility and that failing to ensure this may lead to legal action being taken against me.
- Encourage my child to follow the school's behaviour policy and support any actions taken by the school
- Support the school's home-learning policy
- Make sure I read all letters from school, including newsletters, to help support my child's experience at school
- Follow the school procedure if I have any concerns about my child by speaking to the class teacher, Assistant Headteacher, Deputy Headteacher, Headteacher or Executive Headteacher

Signed: _____ Date: _____

As a pupil, I will:

- Be well-mannered and show courtesy, consideration and respect to all members of the Grinling Gibbons community
- Always try my very best in all my learning
- Come to school on time every day
- Take pride in my learning, my belongings, and my environment
- Take responsibility for my actions
- Bring or wear my PE kit when needed
- Complete all home-learning and return it to school on time
- Talk with my parents / carers and teachers about any worries I may have in school

Signed: _____ Date: _____

As a school, we will:

- Support your children to achieve their very best
- Provide a balanced, engaging and appropriate curriculum to inspire all children to want to learn
- Look after the well-being of your children when they are at school
- Keep parents informed of your children's progress by meetings, reports and letters
- Involve parents in the life of the school
- Make sure that the building is welcoming, clean and safe
- Give additional help to your child if needed
- Set and mark home learning regularly

Signed: _____ Date: _____