



Featherstone Wood Primary School Relationships and Behaviour Policy



Featherstone Wood Primary School

Policy Review

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Statutory legislation

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

Statutory guidance

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE)
- Keeping Children Safe in Education (KCSIE) 2026
- SEND Code of Practice: 0–25 years (2015)
- Working Together to Safeguard Children

Strategic Lead for Behaviour – Miss Anna Giles.

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1. School Aims

The well-being of our children is paramount and we aim to equip them with the skills needed to be well-balanced, happy, confident and healthy members of British society. We aim to develop understanding of their personal responsibility towards themselves and others so that they flourish as individuals within the community. We strive to provide a nurturing culture in which all children are valued, heard and supported. Our goal is to ensure that our children feel safe and know how to ask for help. Through the promotion of self-discipline by positive encouragement, we aim to secure within the school, a happy, safe community where children can learn.

Provide an appropriate, secure climate to enable the children to acquire the attitudes, values, knowledge and skills which will enable them to grow up into successful, well informed adults.

Everyone at Featherstone Wood Primary School are to be secure in their knowledge of the school guidelines on behaviour, bullying and racial harassment.

2. Behaviour, Inclusion and SEND

Featherstone Wood Primary School has high expectations for the behaviour of every pupil. We recognise that all children can learn positive behaviour when they are supported appropriately.

We understand that behaviour can sometimes be a communication of an unmet need, particularly for pupils with Special Educational Needs and Disabilities (SEND), neurodivergence, speech, language and communication needs, social, emotional and mental health needs, or those who have experienced trauma or adverse childhood experiences.

Staff will seek to understand the reasons behind behaviour before deciding on appropriate responses. Behaviour expectations remain consistently high for all pupils; however, reasonable adjustments may be made to support individual pupils in meeting these expectations in accordance with the Equality Act 2010.

Where behaviour is linked to SEND or an identified need, support strategies will be implemented alongside any appropriate consequences to enable pupils to develop self-regulation and positive behaviour over time.

3. Child-On-Child

At Featherstone Wood Primary School, we know that children can cause harm to other children. As a school we have a zero acceptance of child-on-child abuse and create a culture of keeping an open mind and attitude that "it could happen here." Our staff are aware that even if no reports are being made in our school, it does not mean it is not happening.

Our staff understand that it is important to challenge inappropriate behaviours between children that are abusive in nature, and we have clear expectations that incidents are not downplayed or suggested to be jovial or part of growing up as this can lead to a culture of unacceptable behaviours and unsafe environments for children and young people.

Further information on this is set out in our Child Protection Policy.

4. Charter of Rights and Responsibilities

*Whole School Rights Respecting Schools Charter
Written by the Rights Respecting Steering Group*

At Featherstone Wood:

- We all have the right to relax and play, (Article 31).
- We all have the right to be safe, (Article 19).
- We all have the right to be healthy, (Article 6, 24).
- We all have the right to an opinion and be listened to, (Article 12).
- We all have the right to meet together and join groups, (Article 15).
- We all have the right to receive information, (Article 13).
- We all have the right to help, support and special care if we need it, (Article 23).
- We all have the right to be the best we can, (Article 29).
- We all have the right to use our own language and follow our own religion, (Article 14, 30).

At Featherstone Wood we all have a responsibility to:

- Help, respect and welcome each other.
- Ensure that everyone feels safe.
- Behave, be polite and work to the best of our ability.
- Share and look after resources and equipment.
- Listen to each other's opinions and ideas.
- Be smart and punctual and prepared for learning.

CHILD'S NAME _____



HOME /SCHOOL AGREEMENT

Learn, Believe, Achieve

DATE _____

HOME LEARNING POLICY

We have a commitment to the development of independent learning through activities that are appropriate to the age and stage of development of each child

HEALTH AND SAFETY POLICY

A healthy and safe environment for all users of our schools – staff, pupils, parents, visitors and contractors, is seen as a priority. We will ensure that all users understand that they have a responsibility to maintain a healthy and safe environment for themselves and others

As a school we will do our best:

- To encourage the children to succeed to the best of their ability (*Rights Respecting Schools - Article 29*)
- To foster a partnership with parents that aims to develop positive attitudes to learning
- To develop in the children a pride in their work and their school
- To make school a happy place for children
- To discuss with parents any problems with attendance and punctuality
- To let the parents know about any concerns or problems that are affecting their child's work or behaviour (*Rights Respecting Schools - Article 29*)
- To encourage the wearing of school uniform (*Rights Respecting Schools - Article 29*)
- To set and monitor home learning (including reading tasks) as appropriate for each child (*Rights Respecting Schools - Article 28*)
- To make clear the school's policies and guidelines on behaviour (*Rights Respecting Schools - Article 29*)
- To develop effective communication through a variety of means, including newsletters and parents' evenings
- To maintain a safe and healthy environment (*Rights Respecting Schools - Article 24*)
- To make clear the school's policy and approach to online safety and the use of other technologies (*Rights Respecting Schools - Article 17*)

As a parent I will do my best:

- To encourage my child to succeed to the best of his/her ability (*Rights Respecting Schools - Article 29*)
- To foster a partnership with school that helps to develop positive attitudes to learning (*Rights Respecting Schools - Article 28*)
- To support the school in developing in my child a pride in his/her work and the school
- To encourage my child to enjoy coming to school
- To see that my child comes to school regularly and on time every day, reporting absences before 08.45am
- To let the school know about any concerns or problems that may affect my child's learning or behaviour
- To ensure my child wears our compulsory school uniform (*Rights Respecting Schools - Article 29*)
- To support my child with his/her reading and other opportunities for home learning (*Rights Respecting Schools - Article 28*)
- To support the school's policies and guidelines on behaviour (*Rights Respecting Schools - Article 29*)
- To check with my child that I am receiving all communications sent from school
- To be aware that when I am in school I have a responsibility for health and safety (*Rights Respecting Schools - Article 24*)
- To support the school's approach to online safety and not deliberately upload or add any images, sounds or text, that could upset or offend any member of the school community or contravene our safeguarding duty. This includes not sharing any photographs/ videos with members of the public and also refers to all social media sites. (*Rights Respecting Schools - Articles 16 and 20*)
- To conduct myself in an appropriate manner as to not cause distress or upset to any members of the school community.

As a child I will do my best:

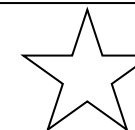
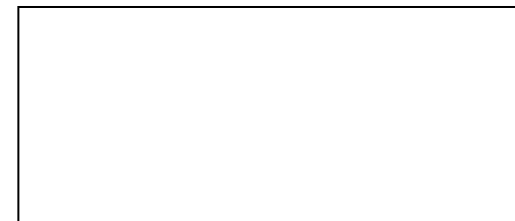
- To ensure my home learning is completed (*Rights Respecting Schools - Article 28*)
- To have a good attitude to my learning
- To be proud of myself, my work and my school
- To like school
- To co-operate in the morning so that I am in school on time (*Rights Respecting Schools - Article 29*)
- To let an adult know if I am worried about anything
- To wear my uniform with pride (*Rights Respecting Schools - Article 29*)
- To follow the school rules (*Rights Respecting Schools - Article 29*)
- To make sure that I always take home any letters from school
- To keep myself and others safe at school, including whilst using the computer and other technologies (*Rights Respecting Schools - Article 16*)

HEADTEACHER

T Skeggs

PARENT/GUARDIAN _____

CHILD



5. Promotion good behaviour

Positive behaviour is promoted through:

- strong relationships between adults and pupils
- consistent routines
- explicit teaching of expected behaviours
- restorative conversations following incidents
- co-regulation and emotional coaching where appropriate
- recognising effort and progress as well as achievement
- early intervention where concerns begin to emerge.

We praise and reward positive behaviour by:

- Giving praise in the classroom
- Sending a child to other adults for praise
- Behaviour and effort stickers
- Team points
- Headteacher's / Deputy Headteacher's stickers
- Star of the week, published in the school newsletter
- Celebration assemblies
- Peartree Star Child stationery set rewards
- Golden Time

These rewards are given to reinforce and encourage further good behaviour. The whole school community provides these incentives and rewards. Rewards may be given to an individual, group or whole classes working together.

6. Golden Time and School Council

Golden Time

This is a time of special choice that takes place once a week in each class. It lasts for 25 minutes. Children are encouraged to choose from a variety of planned activities and games. Some classes opt to use the ICT resources, the hall, or the playground. Each child begins the week with 25 minutes of Golden Time. Pupils may lose Golden Time for breaking the Charter of Rights and responsibilities, but can earn Golden Time back by turning round their behaviour. Children who repeatedly and wilfully break the Charter of Rights and Responsibilities will lose an amount of Golden Time and their behaviour will be recorded in the class behaviour log. Loss of Golden Time will be visibly measured using a timer. Children may join Golden Time once their lost time has passed. Every child has a safeguarded 5 minutes in order that they get a taste of how special Golden Time can be.

School Council

This is an opportunity for children to raise school issues and to have a voice in the running of the school. The elected members of the School Council meet fortnightly with a lead teacher to raise concerns, discuss issues and thank others.

Playtime and Lunchtime Behaviour

Following our Charter of Rights and Responsibilities, we expect our children to behave well at all times – both in the building and at playtimes.

We believe that it is important to see that playtime behaviour also plays a part in our behaviour policy. Children who are helpful and kind in the playground have stickers given to them by the staff on duty to reward them.

7. Reasonable Adjustments

Before escalating behaviour through the school's behaviour procedures, staff will consider whether reasonable adjustments are required for pupils with SEND or disabilities.

Adjustments may include:

- additional processing time*
- visual prompts and timetables*
- movement or sensory breaks*
- adapted instructions*
- alternative methods of communication*
- access to a calm space*
- individual behaviour plans*
- support from SEND or pastoral staff*
- adapted reward systems where appropriate.*

Adjustments do not remove expectations for behaviour but support pupils to meet them successfully.

8.Procedures

When a young person needs additional support to meet school expectations:

Teachers have the right to teach and pupils have the right to learn.

There are times in every classroom when children disrupt others.

Before behaviour procedures are escalated, staff will consider:

- whether the pupil understands the expectation*
- whether SEND, communication, sensory or emotional needs are contributing to the behaviour*
- whether reasonable adjustments have been implemented*
- whether additional support or de-escalation strategies are appropriate.*

A record of any persistent disruption is kept on CPOMS by class teachers so that over time, improvements can be seen. If initial behaviour strategies are not working we then employ the levels below:

LEVEL 1

Strategies developed in the classroom.

Examples of things to say or to do include:

Using directed language:

[Child's name] you are [state behaviour and give instruction]

The key element of this is that the adult must give the child direction and be very specific as to what behaviour they must cease. This should not be a request, but a direction.

Eg. Bradley, stop banging the table, you are disturbing others. Thank You

Adult must then state that this is the child's first warning

Where appropriate, staff will also use de-escalation strategies, emotional coaching, restorative conversations and agreed individual support strategies before behaviour is escalated.

PLAYGROUND LEVEL 1

Use the same technique as above and state that this is the first warning and that the child's behaviour is being monitored

LEVEL 2

Staff should consider whether a regulation break, sensory support, or calm space would better support the pupil before using a consequence.

The child is directed to time out by the adult in charge/year group leader and told what behaviour the adult considers to be unacceptable. This should be a timed period and the time should be visually displayed using a timer / sand timer etc. It should be no longer than 15 minutes.

*Child should be **directed** to time out using the same style of language as above.*

*Once the child returns to the lesson, should a further reminder need to be given, it will result in the loss of Golden Time. **Should a further reminder be needed, the child will be moved to Level 3.***

PLAYGROUND LEVEL 2

The Child is taken to the teacher on duty. The child is told what behaviour they are displaying and what about it is unacceptable. The child is told that it is a level 2 warning. After 10 minutes, represented visually by a timer, the child should be given the opportunity to return to the playground, with a reminder of what behaviour is expected.

LEVEL 3

If a child displays behaviour which is deemed to be unacceptable such as physical or verbal aggression, the class teacher/ teacher on duty will request support from a member of the SLT.

At this stage, consideration should also be given to whether the behaviour indicates an unmet need requiring further assessment, pastoral support, SEND review or multi-agency involvement.

If the behaviour is deemed to be a Level 3 a phone call will be made to the parents to inform them of the inappropriate behaviour. The child will be sent to their foster class to complete their learning. The child should not return to their normal class for at least 1 session. A member of SLT will issue a Level 3 letter that states that the child has had to spend a period of time out of the classroom during that day.

Persistent Level 3 behaviour may result in a suspension. This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

RECORDING AND REVIEWING

Significant behaviour incidents will be recorded on CPOMS.

Where appropriate, records should indicate:

- whether SEND or disability has been considered*
- any reasonable adjustments used*
- strategies attempted before escalation*
- any follow-up support agreed with parents or professionals.*

Behaviour data will be reviewed regularly to identify patterns, trends and any disproportionate impact on vulnerable groups.

SUSPENSION

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Before any suspension or permanent exclusion is considered, the Headteacher will satisfy themselves that:

- *reasonable adjustments have been considered*
- *the graduated response has been followed where appropriate*
- *behaviour is not primarily the result of unmet SEND*
- *appropriate support strategies have been implemented where possible*
- *exclusion remains a proportionate and necessary response.*

PERMANENT EXCLUSION

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- *In response to serious or persistent breaches of the school’s behaviour policy, **and***
- *If allowing the pupil to remain in school would seriously harm the education or welfare of others*

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- *Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked*
- *Allow the pupil to give their version of events*
- *Consider whether the pupil has special educational needs (SEN)*
- *Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))*
- *Consider whether all alternative solutions have been explored, such as off-site direction or managed moves*

Please see our ‘Suspension and Permanent Exclusion policy’ for further guidance.

9. Staff Responsivities

All staff are responsible for:

- *applying the behaviour policy consistently*
- *building positive relationships with pupils*
- *making reasonable adjustments where appropriate*
- *using de-escalation strategies*
- *recording significant behaviour accurately*

- *working collaboratively with families*
- *seeking advice from the SENDCo or senior leaders where behaviour may indicate an unmet need.*

10. Appendix 1 – letter to parents and loss of golden time letters



Date

Name/Address

Dear.....

It is with regret that I have to inform you that

has been involved in an incident today during.....

It involved.....

As per our Behaviour Policy, this is regarded as a level behaviour and as such your child has been.....

This is the time that I have had to write to inform you about behaviour.

Should you wish to discuss this further please feel free to make an appointment with either myself or my Deputy Head.

Yours Sincerely

Headteacher

Head of School: Mrs M Newhouse

Deputy Headteacher: Miss S Haynes

Featherstone Wood Primary School, Featherston Road, Stevenage, Herts, SG2 9PP

Telephone: 01438 233900

Email: admin@featherstonewood.herts.sch.uk

Website: <https://featherstonewood.herts.sch.uk>



KS1 Loss of Golden Time Record

..... (name) inClass has lost minutes of Golden Time this week ending (date)

Why did I lose Golden Time?	.
Next time I will try to.....	
People who can help me are...	☐ My teacher ☐ Teaching Assistant ☐ My parents/carers ☐ My friends ☐ Other:

For Parents/Carers

Please talk to your child about this record and support them to make positive choices next week.
Please sign below to show that you have seen this record.

Parent/Carer Signature: _____

Date: _____

If you would like to discuss this further, please do not hesitate to contact the school.

Kind regards,

Class Teacher

Head of School: Mrs M Newhouse

Deputy Headteacher: Miss S Haynes

Featherstone Wood Primary School, Featherston Road, Stevenage, Herts, SG2 9PP

Telephone: 01438 233900

Email: admin@featherstonewood.herts.sch.uk

Website: <https://featherstonewood.herts.sch.uk>



KS2 Loss of Golden Time Record

..... (name) inClass has lost minutes of Golden Time this week ending (date)

Why did I Lose Golden Time?	
Nest time I will...	
People who can help me are...	☐ My teacher ☐ Teaching Assistant ☐ My parents/carers ☐ My friends ☐ Other:

For Parents/Carers

Please talk to your child about this record and support them to make positive choices next week.

Please sign below to show that you have seen this record.

Parent/Carer Signature: _____

Date: _____

If you would like to discuss this further, please do not hesitate to contact the school.

Kind regards,

Class Teacher

Head of School: Mrs M Newhouse

Deputy Headteacher: Miss S Haynes

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