

Red Hill C of E Primary School

Behaviour & Relationship Policy



Amendment history

Date	Issue	Status	Reason for Amendment	Person responsible
Spring Term 2023	1		New policy needed in line with zone boards	Headteacher
September 2023	2	updated	Trauma Informed additions	
March 2024	3	updated	Severe behaviour clause Searches & restraint	
January 2026	4	Updated	Use of mobile phones Dfe guidance restrictive interventions – use of reasonable force April 2026 & seclusion	
April 2027	5	Updated	Dfe Guidance Zones of regulation	

This version was ratified by the T&L Committee on 5th May 2026.

Our Vision

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated.

Ephesians 2:10- *God created you to be amazing.*

Introduction

Our behaviour policy is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." Our school is an equal opportunities school where behaviour is both taught and managed in line with our policies. All pupils within school have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability.

Good conduct and standards of behaviour are key features of a successful school. This encourages children's sense of security and wellbeing as well as effective teaching and learning. We believe that a clear, shared understanding of the school's Golden Rules is a prerequisite for the effectiveness of this behaviour policy and that disagreement and conflict is dealt with based on principles of forgiveness, reconciliation and a fresh start

Our Behaviour policy aims to:

(school values are highlighted in bold type)

- foster a positive environment based on **love, friendship, responsibility**, in which all children can flourish and reach their full potential
- develop relationships based on **respect**, between all members of the school community, including parents and members of the Governing Body
- Give children and staff **hope** in the potential of every child, understanding that we are all a 'work in progress'.
- Promote **perseverance** when things don't go the way in which we think they might
- raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways)
- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders

Our spiritual values are reinforced on a daily basis through worship times often led by our **CREW** (Christian worship & RE) team, **class values reflection** times and RE days.

They are:

Friendship Love
Respect Responsibility
Perseverance Hope

These aims are underpinned through the our whole school approach and the Red Hill Golden Rules (see below). As a Trauma Informed Mentally Healthy School the approach supports children to become more self-assured, emotionally regulated and ready to engage in life and learning.



Objectives

The children at Red Hill will:

- Understand and follow the 'Golden Rules' and Expected Behaviour Standards.
- Be aware that following the 'Golden Rules' is appreciated, valued and rewarded (earning housepoints)
- Understand (at a level appropriate to their age) that they are responsible for the way they behave.
- Have regular discussions with their class and teacher about the behaviour and positive relationships that are required to meet the Golden Rules
- Understand and keep to the school safety rules e.g. always walk quietly on the left hand side inside school and to the playground.
- Be aware of the reward systems for behaviour and achievement in the school and classroom.

Relationships

At Red Hill all staff recognise that relationships are the key to learning and play a crucial role in supporting behaviour. Through Trauma Informed Schools CPD (Continued Professional Development), teachers and teaching assistants develop their skills in building genuine, caring relationships based on Dan Hughes' PACE model (playful, accepting, curious and empathic). Staff apply this model through all interactions with children, including the daily morning greeting and well-being check-ins. This enables staff to successfully 'shine a light' on behaviour and begin to understand the triggers and difficulties individual children face. Knowledge of ACEs (Adverse Childhood Experiences) and the impact trauma can have on the development of children, support staff in personalising provision and enabling all children to engage positively in school.

Staff understand that they act as role models for behaviour, attitude to learning and motivation and appreciate how this exemplary model supports all children.

Behaviour Curriculum

Positive behaviour reflects the values of the school, readiness to learn and respect for others. In order to create this purposeful environment, children will be taught what successful behaviour looks like (see Ready to learn at red Hill below) and routines are used to define, teach and practise this expected behaviour- underpinned by the Golden Rules.



As a direct consequence of the Behaviour Policy:
Children will:

- build strong relationships and friendships
- experience what it means to live as a member of an open and forgiving community.
- Have opportunities to be courageous and resilient
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through pupil leadership and whole school meetings)
- feel safe at school; the right to learn and the right to be respected and to have fair treatment
- To stay safe using the internet children are taught about acceptable use of the internet and have to sign an agreement.

Classroom Management

All staff are responsible for setting the tone and context for positive behaviour within school and will complete the following actions in order to create and maintain a highly

engaging learning environment where respectful relationships sit at the heart of classrooms.

- Greet each pupil as they arrive in the morning with a 'Morning greeting'
- Establish clear routines using the visual timetables to support
- Communicate expectations of behaviour through verbal and non-verbal means
- Highlighting and promoting good behaviour
- Concluding the day positively with all children, moving all on the zone board back to green
- Responding in a consistent and respectful way when behaviour does not meet expectations, referring to the Golden Rules

All staff including teachers, teaching assistants and lunchtime supervisors will:

- model our school values knowing that there is a new beginning in their relationships with both adults and children.
- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- develop personally and professionally

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the Golden Rules, the school's values and the Behaviour Policy
- Be given time to reflect on the policy in parent voice meetings and consultations.
- be confident that their child is developing personally, socially, spiritually, morally and academically
- be offered opportunities to explore further the schools' values at home through the publication such newsletters and weekly school celebrations when we illustrate the school values.
- feel welcome in school to discuss their child's progress in a positive environment.

Every day School expectations (Green on zone board) Our Golden Rules

Be the best version of yourself you can be:

Be polite at all times.

Listen to others & follow instructions promptly.

Look after your own and school property.

Keep your hands, feet and unkind words to yourself.

Always tell the truth.

Show our school values.

The Zones

Every child has their name on the class zone board. The zone board is used alongside positive reinforcement and is a flexible movement throughout the day. Children can move across the zones according to their behaviours.

1) Green zone



EXPECTED
BEHAVIOUR

The majority of children will remain on the green area of the zone board. This is because they have been following the expectations **consistently**. At the end of every school day, those children who have remained on green all day will receive a sticker/recognition from the class teacher.

2) Amber zone



WARNING
ZONE

Occasionally children will need a reminder of behaviour expectations in school. If a child needs reminding twice of our expectations they will be told to move their name on the zone board to the warning zone. If a child demonstrates that they can follow the expectations and rules, they can go back to the green zone. The child may/may not need some 'time out' whilst on the Amber zone in order to reflect and make the right choices to move back to the Green zone. Time out may be taken in another class setting or outside the classroom area.

3) Red Zone



CONSEQUENCE
ZONE

If a child continues not to follow the expectations, they will be requested to move their name to the red zone. There may be rare occasions where a child's behaviour

will take them straight to red e.g. physical fighting and verbal abuse. Once a child is on the red zone, they will miss up to 15 minutes playtime (other consequences may be actioned also depending on the severity of the action). They will also visit the Headteacher or Deputy Head teacher to discuss their actions where further consequences may be given. Parents will also be informed and a log noted on CPOMS.

Teachers can put in place consequences for children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply one of the agreed consequences for the behaviour.

The zone board 'steps'

Initially a verbal warning given stating which Golden Rule has been broken

1st step - child moves to the amber zone on the zone board, stating which Golden Rule has been broken

2nd step - child moves to the red zone on the zone board, stating which Golden Rule has been broken

3rd step - sent to Phase Leader to accept responsibility for their behaviour

4th step - sent to a Senior Leader, Deputy and/or then Head Teacher

We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones. Pupils will always be supported to follow the rules and this may take the form of reflective conversations or targeted pastoral support. Teachers follow a graduated response (outlined with the zones) to incidents, ensuring the actions put in place link to the level of severity of the incident, therefore ensuring children are treated consistently across school. Where a child may be moved down the zone board, which is always linked to the Golden Rules, as a consequence it is key that where possible this child is given the opportunity to move back up the zone board relatively quickly and receives this positive reinforcement. At the end of the school day all children move back to green and individual conversations between a member of staff may take place to reinforce this. This enables all children to leave school at the end of the day knowing the next day is a new start and any incidents have been dealt with and are rectified where possible.

Important features of consequences include:

- A focus upon the misbehaviour rather than the child. e.g. "that was an unkind thing to do" rather than "you are a very unkind child";

- A message about what the child should do in future immediately after the misbehaviour;
 - The use of PACE to support relationship building and repair;
- All incidents will be recorded in the behaviour log (CPOMS).

When a range of sanctions has not led to improvements in behaviour, there may be a need to consider a Personal Behaviour Plan and or either a fixed term suspension or permanent exclusion. The Head Teacher has the power to exclude. In the absence of the Head Teacher, this power goes to the Deputy Head Teacher. See Severe Behaviour clause within this policy and the Exclusion policy.

BRONZE REWARD:



If a child is showing behaviour which is better than the expectation, they will receive move up to the bronze section of the zone board. When a child moves to this section, they will be rewarded with a bronze sticker by their class teacher.

SILVER REWARD:



If a child achieves a personal goal or learning activity beyond the expectation, they will move onto the silver zone of the zone board. When a child receives this award, they will visit the Head Teacher to be given a Silver Sticker and a prize from the 'silver prize box'.

GOLD REWARD:



If a child who achieves a 'WOW', something **exceptional** in their learning, they will receive a Gold Award and move onto the gold zone of the zone board. When a child receives this award, they will have their name placed into the class Golden Box as well as visiting the Head Teacher to receive a Golden Certificate to take home, a head Teacher award sticker and a prize from the 'golden prize box'.

Golden tea

Each half term, the class teacher will select a name (at random) from the class Golden Box. The selected named children will then join the Head Teacher for Golden Afternoon Tea! It is important to understand that Silver and Gold awards are for moments which are 'above and beyond' the expectation, something to strive for!

SEND adaptations

For those children with a Special Educational Need, where needed, they will have their own individual zone board with their own bespoke rewards. This will complement the whole school approach. Our school recognises that for some children, their behaviour is a way of their communication and this aligns to our PACE approach as well as our 'zones of regulation' information below.

Weekly Congratulations Collective worship

In addition to the zone boards, each week we will celebrate achievements as follows across the school. Parents will be invited to attend.

- Writer of the week certificate
- Mathematician of the week certificate
- Reader of the week certificate
- Values champion of the week certificate
- Handwriting hero/heroine certificate
- Pen license awards - this will be given out to children who show consistently neat and joined handwriting from y3 upwards. They will receive their pen license and their handwriting pen.
- Outside achievements

House points

All children are members of one of our four houses:

Fort Royal (Green)

Commandry (Red)

Cathedral (Yellow)

River Severn (Blue)

Children are rewarded with house points if they demonstrate our school Christian values eg. Showing respect by opening doors. House points are displayed on classroom charts and then weekly totals are announced during congratulations worship. Once a term, the winning house will receive an additional reward which has been suggested by the children and then decided by the Pupil Leadership Team. Each house will have a Team Captain, usually a Y6 representative.

Marble Jars


Classes also have a marble jar in which children can earn marbles as a class and as individuals. Once the jar is full, they will receive a class-based reward eg. A pj day etc.

Whole school responses to difficult behaviour


We use the PACE approach when talking to all of our children as detailed below:

EdPsychEd **PACE** How to build connections between adults and children


<h3>Playfulness</h3> <p>Light-hearted and reassuring manner Open, calm and engaged attitude Allows young person to relax Less defensive and more reflective</p> 	<h3>Acceptance</h3> <p>Unconditional acceptance of thoughts, feelings and struggles</p> <p>Normalising emotions and providing affirmations</p> 
<h3>Curiosity</h3> <p>Support development of Self-Awareness so young person can identify reasons behind their own actions</p> 	<h3>Empathy</h3> <p>Show compassion</p> <p>Being present in the moment to understand experiences as the child does</p> 




1. What happened?



2. What were you thinking about at the time?

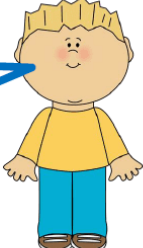


4. Who do you think has been affected by your actions? In what way were they affected?



3. What have your thoughts been since the incident?

Restorative Practice in school



5. What do you need to do now to make things right?

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We follow restorative language to address behaviours which are challenging where we separate the person from the behaviour choice. The above diagram of language is not exhaustive and further examples can be noted below.

Restorative Language may also include;

- Talk and I will listen
- Let's solve this together
- Let's have a walk together until you feel better/calmer
- I am listening
- I care about you
- We all make mistakes
- How you feel matters
- You don't seem yourself
- It's not like you to...
- How can we solve this together?

Zones of regulation

Why Teach Self-Regulation?

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation. Sorting Our Emotions into Four Zones Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique with in our brains and bodies.

To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, state of alertness, and energy levels into four coloured Zones - Blue, Green, Yellow, and Red. The simple, common language and visual structure of Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well- being.

Blue Zone

The BLUE ZONE describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low, and our body is moving slowly when we are in the Blue Zone. When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we

may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

Green Zone

The GREEN ZONE describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. However, we can learn in other Zones too. When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

Yellow Zone

The YELLOW ZONE describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone. In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

Red Zone

The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone. When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.



Child-on-child abuse

Child-on-child abuse can present in many forms such as verbal abuse, physical assault or online bullying and staff are trained to recognise the signs of such behaviour and report the incident following the school's procedures. Children are regularly reminded to use kind hands, kind feet and kind words in order to prevent incidents occurring. When an incident does take place, the child is moved to red on the zone board, consequences detailed above are actioned, parents are informed and the incident is recorded on the school CPOM system.

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. We are committed to supporting the victim and perpetrator of bullying and providing pastoral support and enhanced access to our nurture provision.

Severe Behaviour Clause

If a child is consistently struggling with their behaviour then a severe behaviour clause will be implemented. Any child who also displays severe behaviour will be fast tracked to a severe behaviour clause and by-pass other steps.

Outlined below are the consequences for severe behaviour in school;

1. The child will be sent to a phase leader, Deputy Headteacher and the Headteacher for a discussion about their behaviour
2. A behaviour plan may be written with clear targets and steps. A behaviour plan meeting will take place with parents

Detention

A detention is a consequence where a child is expected to remain under the supervision of a staff member when their peers have been allowed to go to break or lunch. Parents will be informed of the detention on the same day.

Removal from class/internal inclusion

In a few cases following a severe behaviour incident, there may be a need to consider either a removal from class, suspension or permanent exclusion as an immediate consequence. A removal from class/internal exclusion is where a child will be required to spend a limited amount of time out of the classroom (this will be decided by SLT). This is deemed to be a serious consequence. Children will be given a comfort break and the opportunity to walk in the fresh air during the day. Parents will be informed the same day if a child has been removed from the classroom. This decision is made by the Headteacher in conjunction with the senior leaders. In the absence of the Headteacher, the Deputy Head will act.

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Exclusions

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Exclusions will be used when there is a:

- Serious breach of the school's rules, values or policies.
- Serious risk of harm to the education or welfare of the individual pupil or others in the school. This can either be a very serious incident or the repetition of serious incidents.

Any exclusion will be at the decision of the Head Teacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Suspension and exclusion

Suspension

Suspension is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the incident. During this time, the child must not be seen in public during school hours.

Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Head Teacher will consult with senior leaders and the Chair of the Governing Body as soon as possible in such a case.

In the event of any Looked After children being suspended or excluded the local authority Looked After team will also be informed.

Off-site visits

School reserves the right to exclude a child on any off-site trips/visits if their behaviour in school is deemed to be inappropriate and unacceptable.

Restraint and physical intervention

Red Hill CE Primary School follows the guidance set out in the Dfe document restrictive interventions April 2026 which states;

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from: 1. causing injury to themselves or others 2. committing a criminal offence 3. damaging property 4. causing disorder among pupils at the school, whether during a teaching session or otherwise

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. If staff become aware of, or have a need to become involved in, situations where a child may be at risk of committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils, staff may need to take steps to intervene physically. In these circumstances, staff who have had the appropriate Team Teach training will follow the school's policy

for dealing with such situations. These will be recorded in the Bound and Numbered book.

Confiscation and searches

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation which states '*Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.*⁸ *A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.*'

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. The Headteacher, and in their absence another member of the Senior Leadership Team authorised by the Headteacher, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below. List of prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vapes
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property of any person (including the pupil).

The authorised member of staff may search the pupil's outer clothing, pockets, possessions or locker in the presence of another member of staff and the pupil. Any incident of a search of a pupil or their possessions is recorded on our school safeguarding system, CPOMS.

Use of Mobile phones in school

Red Hill follows the Dfe document 'Mobile phones in school' 2024 which states:

All schools should have a behaviour policy which is aligned with the school's legal duties and standards relating to the welfare of children. This is essential in establishing and maintaining high standards of behaviour ensuring that teachers can deliver the curriculum and that the school is a calm and safe environment for all pupils and staff. As part of this policy, schools should develop a mobile phone policy that prohibits the use of mobile phones and other smart technology with similar functionality to mobile

phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Children who walk home are permitted to have a mobile phone in school. They must hand in their mobile phone to their classteacher on arrival. Mobile phones are stored safely by the adult. These are then handed back to the pupil at the end of the school day. Children are not allowed to turn on their phones until they leave the school via the main gate.

Monitoring of behaviour

The monitoring of behaviour takes place by the Deputy Headteacher each week. All incidents are recorded on the electronic recording system (CPOMS) and these are shared with Senior Leaders and Phase Leaders. Regular analysis will highlight any children who are struggling to make the right choices independently, enabling support to be put in place to meet their needs. A summary of incidents is shared with the extended leadership team and Governing Body each term.